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VOL. XXXI

JUNE, 1919

NO. 1

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# The Slippery Rock State Normal School BULLETIN



CATALOGUE NUMBER

Published Quarterly in June, September, December and March  
By the Trustees of  
Slippery Rock State Normal School  
Slippery Rock, Pa.

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Entered as second class matter at the Post Office at Slippery Rock, Pa., under the  
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North Hall

Chapel

South Hall  
*Campus, Looking South*

Gymnasium and Music Hall

# The Slippery Rock State Normal School Bulletin

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VOL. 31

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Slippery Rock State Normal School.

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## Thirty-First Annual Catalogue

Eleventh District  
Slippery Rock, Penna.  
1918-1919

## CALENDAR

1919-1920

## FALL TERM OF THIRTEEN WEEKS

Opens Tuesday, September 2, 1919.

Closes Wednesday, November 26, 1919.

## WINTER TERM OF FOURTEEN WEEKS

Opens Tuesday, December 2, 1919.

Vacation, December 19 to January 5, 1920.

Closes Friday, March 19, 1920.

## SPRING TERM OF THIRTEEN WEEKS

Opens Tuesday, March 29, 1920.

Commencement, Wednesday, June 23, 1920.

## SUMMER TERM OF SIX WEEKS

Opens Monday, June 28, 1920.

Closes Friday, August 6, 1920.

## IMPORTANT DATES IN THE CALENDAR

Philomathean Literary Society Anniversary, Saturday, Oct. 11, 1919.

Educational Conference, Saturday, Nov. 15, 1919.

Christmas Service, Sunday, Dec. 14, 1919.

National Week of Song, February 23-28, 1920.

Bryant Literary Society Anniversary, Saturday, May 8, 1920.

Literary Society Contest, Saturday, May 22, 1920.

May Festival, Saturday, May 29, 1920, 1:30 P. M.

Baccalaureate Sermon, Sunday, June 20, 1920.

Third Year Class Play, Monday, June 21, 1920.

Senior Class Play, Tuesday, June 22, 1920.

Alumni Meeting and Dinner, Tuesday, June 22, 1920.

Commencement, Wednesday, June 23.



## STATE BOARD OF EDUCATION

---

Dr. Thomas E. Finegan, <i>Chairman and Chief Executive</i>	Harrisburg
Dr. John P. Garber, <i>Supt. of Schools</i>	Philadelphia
William Lauder	Harrisburg
E. S. Templeton	Greenville
Robert C. Shaw, <i>Supt. of Schools, Westmoreland County</i>	Greensburg
Marcus Aaron	Pittsburgh
L. E. McGinnis, Esq.	Steelton

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## BOARD OF TRUSTEES

---

Hon. James M. Galbreath	Butler
Origen K. Bingham	Slippery Rock
John A. Gibson, <i>Supt. of Schools</i>	Butler
Joseph H. Grandey	Rochester
Hon. Charles H. Kline	Pittsburgh
Dr. Samuel C. McGarvey	Bridgeville
T. Plummer Mifflin	North Washington
Orton Lowe, <i>Asst. Supt. Allegheny County</i>	Pittsburgh

## OFFICERS OF THE BOARD OF TRUSTEES

---

Hon. James M. Galbreath, *President*  
John A. Gibson, *Vice President*  
Origen K. Bingham, *Secretary*  
John A. Aiken, *Treasurer*

---

## STANDING COMMITTEES

---

### INSTRUCTION COMMITTEE

John A. Gibson	Origen K. Bingham	Orton Lowe
James M. Galbreath	Joseph H. Grandey	

### HOUSEHOLD COMMITTEE

James M. Galbreath	Samuel C. McGarvey
--------------------	--------------------

### FINANCE COMMITTEE

Charles H. Kline	T. Plummer Mifflin
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## NORMAL SCHOOL FACULTY

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With the exception of the Principal, Vice Principal,  
and Dean of Women, arranged in order of appointment.

J. LINWOOD EISENBERG, A. M., Ph. D., Principal  
*Education*

JOHN B. COOK, B. S., M. S., Vice Principal Elect  
*Reading, Public Speaking, and Agriculture*

ADDA M. ELLIOTT, M. E., Dean of Women  
*English*

JOHN C. RICKETTS, A. M.  
*Mathematics*

D. C. MURPHY, M. E., Ph. D.  
*History and Methods*

ISAAC N. MOORE, A. B., A. M.  
*Physical Science and Ethics*

REV. GEORGE L. HAMM, A. B., Ph. D.  
*Psychology and Methods*

MRS. EMMA J. HAMM, M. E.  
*Kindergarten*

INIS MCCLYMONDS, M. E. (Pratt Institute)  
*Drawing and Penmanship*

WILLIAM M. STEWART, B. S., A. M.  
*Superintendent of Model School,  
Methods and Criticism*

CLAY C. RUFF, A. M.  
*Science and Manual Training*

BEATRIX K. MARY, A. B., A. M.  
*Latin*

JOHN F. ALLISON, B. S., A. M.  
*Geography, Nature Study and School Management*

HOWARD L. HEADLAND, A. B.  
*English*

MRS. LILLIAN DEARMIT, A. B.  
*Physical Education*

ADA V. MEITZLER, B. S.  
*Primary Supervisor and Methods*

BLANCHE M. CHARLES, B. S.  
*Domestic Science*

LOYAL S. MARSHALL, A. B.  
*Coach and Mathematics*

GERTRUDE MERSEREAU, B. Mus.  
*Piano*

ALMA G. RICE  
*Rural School Problems*

JOAN EASLEY  
*Dean of Music Department*

ANNA L. FETHEROLF, M. E.  
*Commercial Department*

LODEMA MCCOLLOUGH  
*Assistant in Music Department*

MRS. MARY GALBREATH HART (Resigned Nov. 25, 1918)  
KATHARINE L. WRAY  
*French and Spanish*

RHUAMA VINCENT, M. E.  
*Librarian*

KATHLEEN ELLIOTT, A. B.  
*Secretary to the Principal*

A. B. CRAWFORD  
*Registrar*

C. C. WILLIAMS  
*Steward*

ELLA LIGHTNER  
*Nurse*

MRS. D. V. MOORE  
*Matron*

## STATE BOARD OF EXAMINERS

June 9 and 10, 1919

---

U. G. FRY*Department of Public Instruction*

JOHN A. H. KEITH

*Principal, Indiana State Normal School*

LIVINGSTON SELTZER

*Superintendent, Schuylkill County*

W. C. SAMPSON

*Superintendent, Columbia*

H. O. DEITRICH

*Superintendent, Kane*

R. T. ADAMS

*Superintendent, Warren*

P. D. BLAIR

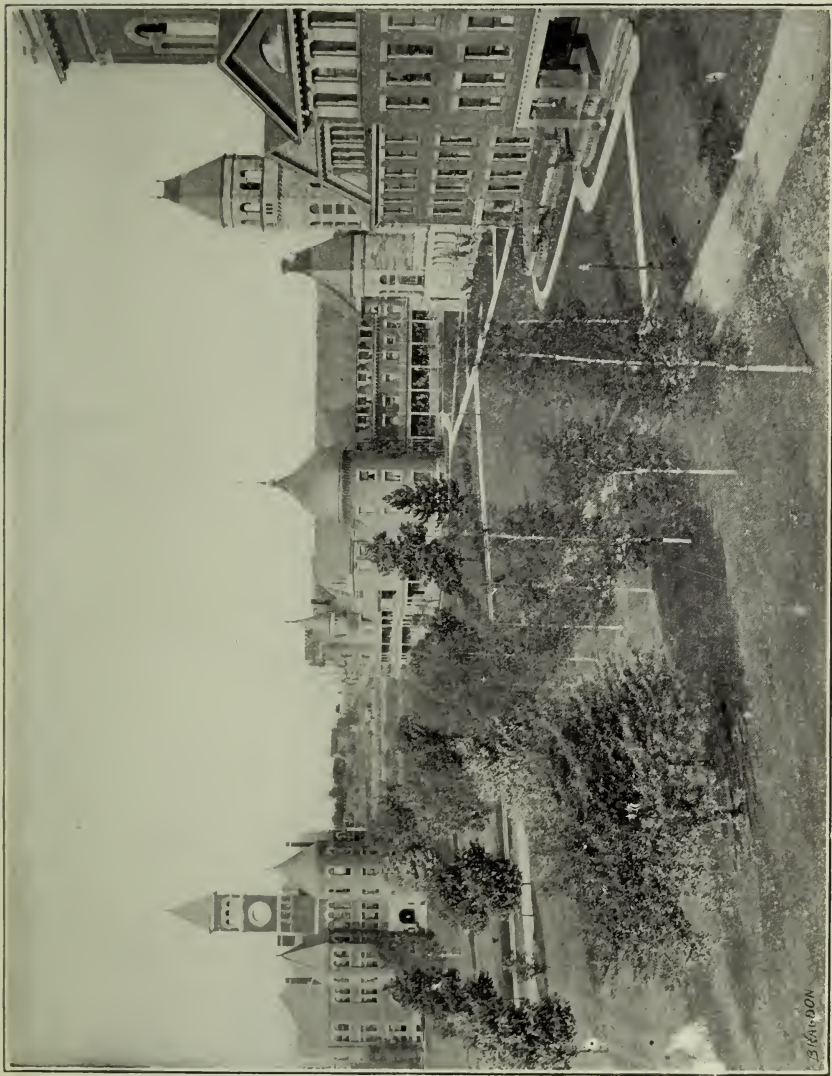
*Superintendent, Crawford County*

C. A. ANDERSON

*Superintendent, Jefferson County*

J. LINWOOD EISENBERG

*Principal, Slippery Rock*



BLAIR-SON

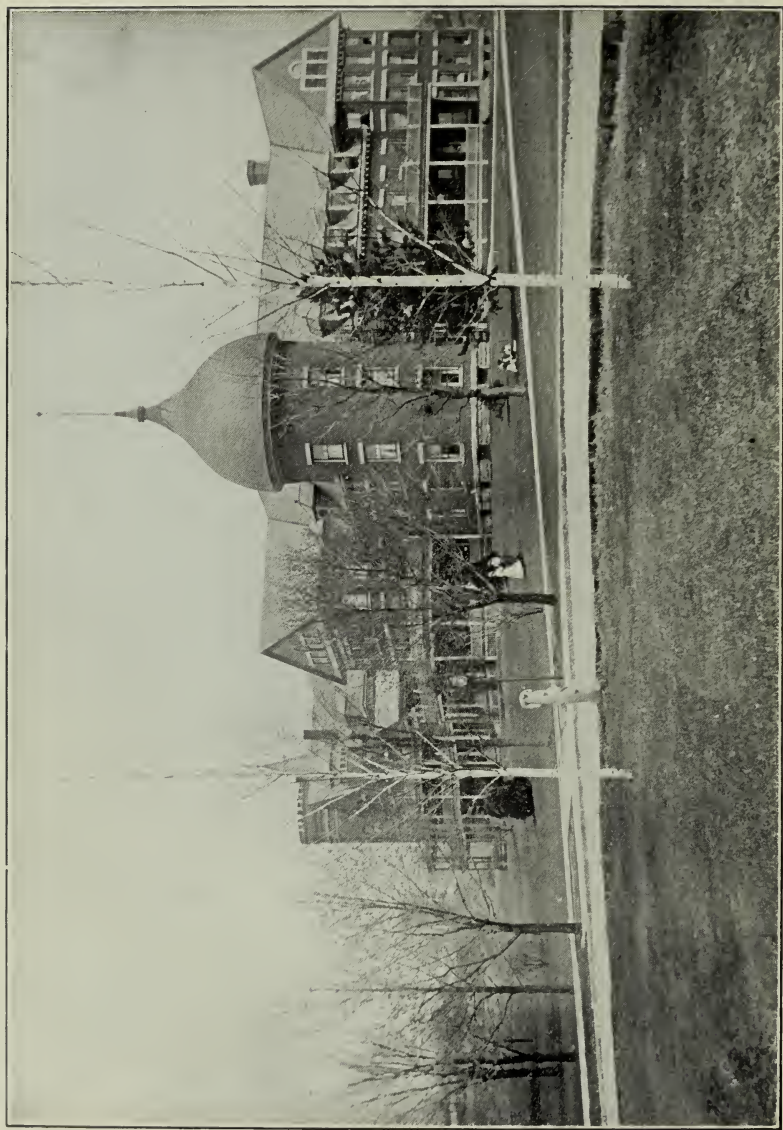
Main Building

North Hall

*Campus, Looking North*

Chapel

South Hall



*North Hall*



## ALUMNI OFFICERS

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### GENERAL ALUMNI

#### 1918-1919

President.....	H. L. Headland, Slippery Rock, Pa.
Vice-President.....	Rhuama Vincent, Slippery Rock, Pa.
Secretary.....	Flo Forrester, Slippery Rock, Pa.
Treasurer.....	Origen K. Bingham, Slippery Rock, Pa.

#### 1919-1920

President.....	Dr. Thomas Duff, Slippery Rock, Pa.
Vice-President.....	William R. Rennick, Slippery Rock, Pa.
Secretary.....	Mrs. C. B. Kaufman, Slippery Rock, Pa.
Treasurer.....	Carbus Magee, Slippery Rock, Pa.

### ALLEGHENY COUNTY

President.....	Clifford Edmundson, Lincoln Place, Pa.
Secretary.....	Bertille McBride, Braddock, Pa.
Treasurer.....	Dr. A. E. Bard, 3648 Bergman St., Pittsburgh, Pa.

### BEAVER COUNTY

President.....	W. E. Rosenberger, Rochester, Pa.
Secretary.....	Leila Bonzo, Beaver, Pa.
Treasurer.....	Frank A. Barkley, Freedom, Pa.

### BUTLER COUNTY

President.....	John E. Kocher, Zelienople, Pa.
Vice-President.....	H. L. Headland, Slippery Rock, Pa.
Secretary-Treasurer.....	Sylvia Cooper, Slippery Rock, Pa.

### MERCER COUNTY

President.....	Glenn Dunlap, Mercer, Pa.
Secretary.....	Anna Davis, Farrell, Pa.
Treasurer.....	Mary Redmond, Mercer, Pa.



## SENIOR CLASS, 1919

Armstrong, Elizabeth

Baird, Floray  
 Barnes, Florence  
 Barnes, Genevra  
 Barron, Esther  
 Beighle, J. Roy  
 Bermont, Florence  
 Billington, Dorothy  
 Bingham, Mary  
 Black, Helen  
 Black, Irene  
 Book, Ida  
 Bovard, Winifred Ray

Campbell, Isabel  
 Campbell, John L.  
 Casey, Alice  
 Chapin, Ruth  
 Close, Florence  
 Cole, Elizabeth  
 Croll, Frances  
 Cross, Josephine

Dight, Adeline

Eakin, Hazle  
 Elliott, Rosella

Fair, Mildred  
 Forrest, Ruth  
 Fowler, Edna E.

Gilmore, Letrugh  
 Gilson, Edna  
 Gosser, Velma

Hamilton, Margaret  
 Hamilton, Nellie  
 Harvey, Ruth  
 Heidrick, Estelle

Jamison, Ruth

Kerr, Beulah  
 Ketzal, Anna  
 Ketzal, Sallie  
 Koplín, Judith  
 Kuhn, Jean

Magee, Don  
 Meanor, Ethel  
 Meeds, Gertrude  
 Millar, Marian  
 McAnlis, May  
 McClymonds, Mary  
 McCreary, Genevieve  
 McCune, Fern  
 McDonald, Jack  
 McElroy, Marie  
 McKee, Helen  
 McKibbin, Anna

Patterson, Myrtle  
 Patterson, Norman  
 Pfeifer, Meryle

Rawlings, Elizabeth  
 Reis, Matilda  
 Rhea, Florence  
 Rhodes, Pauline  
 Poole, Hannah

Volant, Pa.

Edenburg, Pa.  
 Jackson Center, Pa.  
 Harrisville, Pa.  
 Slippery Rock, Pa.  
 New Wilmington, Pa.  
 640 Ninth St., Oakmont, Pa.  
 11 W. Pearl St., Albion, Pa.  
 Slippery Rock, Pa.  
 843 Hiland Ave., Coraopolis, Pa.  
 Grove City, Pa., R. D. 14.  
 New Castle, Pa.  
 Bovard, Pa.

McDonald, Pa.  
 Slippery Rock, Pa.  
 Beaver Falls, Pa.  
 Enon Valley, Pa.  
 1912 McClure St., Homestead, Pa.  
 Sandy Lake, Pa.  
 Slippery Rock, Pa.  
 Bruin, Pa.

Grove City, Pa.

301 N. Broad St., Grove City, Pa.  
 Freeport, Pa.

Volant, Pa.  
 New Castle, Pa.  
 McDonaldton, Pa.

510 Deleware Ave., Oakmont, Pa.  
 Volant, Pa.  
 Leechburg, Pa.

Argentine, Pa.  
 Argentine, Pa.  
 Third St., Bellevernon, Pa.  
 Cowansville, Pa.

Emlenton, Pa.

Slippery Rock, Pa.  
 115 W. Madison St., Mahoningtown, Pa.  
 115 W. Madison St., Mahoningtown, Pa.  
 2537 N. Myrtlewood St., Philadelphia.  
 Karns City, Pa., R. D. 1.

Slippery Rock, Pa.  
 702 Beltzhoover St., Pittsburgh, Pa.  
 607 Pennsylvania Ave., Oakmont, Pa.  
 629 First St., Braddock, Pa.  
 Edenburg, Pa.  
 Slippery Rock, Pa.  
 710 Monroe St., New Castle, Pa.  
 Beaver, Pa.  
 Slippery Rock, Pa.  
 510 Broad St., Ridgeway, Pa.  
 Grove City, Pa.  
 39 N. Jefferson St., New Castle, Pa.

Box 63, Yatesboro, Pa.  
 Slippery Rock, Pa.  
 34 Shenango Blvd., Farrell, Pa.

115 S. Seventh St., Duquesne, Pa.  
 McKees Rocks, Pa.  
 Worthington, Pa.  
 507 Garfield Ave., New Castle, Pa.  
 Hadley, Pa.

Rowe, Helen  
Rumsey, Roscoe

Simison, Helen  
Sober, Florence  
Stewart, Lenoir  
Stuebgen, Anna  
Szobel, Ruth

Thompson, Florence L.  
Thompson, Florence M.

Vogt, Martha  
Voorus, Dorothy

Wallace, Frances  
Webb, Florence  
Whitehill, Eulalie  
Wilson, Elma  
Wise, George  
Wootton, Mabel

Rovard, Bernice (Music)  
Wolfe, Esther (Music)

381 Hulton Road, Oakmont, Pa.  
Clintonville, Pa.

401 Florence Ave., New Castle, Pa.  
Leechburg, Pa.  
Avonmore, Pa.  
Saxonburg, Pa.  
50 E. Duquesne St., Duquesne, Pa.

Sharon, Pa.  
Euclid, Pa.

Bruin, Pa.  
Pleasantville, Pa.

127 W. Market St., Mercer, Pa.  
75 N. Jackson St., Bellevue, Pa.  
Hookstown, Pa.  
Bulger, Pa.  
Butler, Pa., R. D. 5.  
1311 North Ave., Wilkinsburg, Pa.

Slippery Rock, Pa.  
Tarentum, Pa.

## THIRD YEAR CLASS, 1919

Ackerman, Hilda  
Adams, Frances  
Acy, Garnet  
Allen, Beulah  
Alter, Evalyn  
Bame, Mildred  
Bartmass, Verner  
Bell, Leila  
Bell, Lois  
Black, Mildred  
Blythe, Erma  
Book, June  
Book, Mae  
Bovard, Alene  
Brunton, Elizabeth  
Campbell, Frances  
Campbell, Frederic  
Cook, Catherine  
Cooper, Hazel  
Cooper, Ida  
Crawford, Ruth  
Cross, Margaret  
Denniston, Bruce  
Denniston, Lloyd  
Dickson, Bernice  
Dickson, Twila  
Donaldson, Dorothy  
Douthett, Minnie  
Earnshaw, Mary Emma  
Elder, Fulton  
Emmert, Margarete  
Espe, Alice  
Ferrante, Jennie  
Fisher, Hazel  
Fisher, Ruth  
Gibbons, Emma  
Gibson, Elizabeth  
Googe, Lillian  
Grove, Gladys  
Hamilton, Christina  
Hartzell, Eugene  
Hartzell, Josephine

Hines, Margaret  
Hockenberry, Grace  
Hoffman, Faye  
Hoon, Marie  
Ivell, Mary  
Job, Wylda  
Johnson, Muriel  
Karnes, Margaret  
Logan, Martha  
Magee, Wendell  
Maxwell, Gladys  
Miller, Lulu  
Moss, Ethel  
McAdams, Helen  
McClelland, Ruth  
McComb, Arthur  
McConnell, Roberta  
McKallip, Uldene  
McMinn, Charles  
Nelson, Margaret  
Norris, Margaret  
Phipps, Mary  
Ralston, Mary  
Reed, Anna  
Riley, Myrle  
Rodgers, Laura Belle  
Rubright, Helen  
Saviers, Mildred  
Schink, Elsie  
Shaffer, Isabel  
Shelatree, Dewitt  
Smith, Mary  
Stewart, Hazel  
Stickel, Dora  
Surrena, Mary  
Thompson, Marie  
Umstead, Grace  
Vosler, Maida  
Vosler, Nannie  
Weller, Nellie  
Winner, Wade

## COURSES OF STUDY FOR PENN SYLVANIA NORMAL SCHOOLS

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(As finally revised and adopted at a meeting of Normal School Principals held at Harrisburg.)

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NOTE—This course is based on the “unit” plan as proposed by The Carnegie Foundation.

A “unit” represents a year’s study in any subject in a secondary school constituting approximately a quarter of a full year’s work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length and that the study is pursued for four to five periods a week; but, under ordinary circumstances, a satisfactory year’s work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

Students admitted to the First Year shall have a fair knowledge of Arithmetic, Reading, Orthography, Penmanship, United States History, Geography, Grammar, Physiology and the Elements of Algebra. Test by the faculty. Failure to pass the faculty test by students who have completed only the 8th Grade will mean that the preparatory courses in these subjects must be taken.

## FIRST YEAR

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	No. of 60 minute periods	or	No. of 45 minute periods
Algebra .....	120		160
Latin, French, German or Spanish.....	120		160
School Management and School Law.....	120		160
Orthography .....	30		40
Reading and Public Speaking.....	40		50
Ancient and Mediaeval History.....	80		100
Physical Geography .....	40		50
Arithmetic .....	80		100
Grammar .....	120		160
Public School Music .....	40		50
Physical Training .....	80		100
Manual Training or Domestic Science.....	40		50

## SECOND YEAR

---

	No. of 60 minute periods	or	No. of 45 minute periods
Plane Geometry .....	120		160
Rhetoric, Composition, Classics .....	120		160
Botany .....	80		100
Zoology .....	40		50
Civics .....	40		50
Modern History and English History.....	80		100
Caesar, French, German or Spanish.....	120		160
General Methods .....	120		160
Drawing .....	80		100
Physical Training .....	80		100

## THIRD YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Psychology and Observation .....	120		160
English Literature .....	40		50
American Literature .....	40		50
United States History .....	60		80
Geography .....	60		80
Physiology and School Sanitation .....	60		80
Methods in History .....	40		50
Methods in Geography .....	40		50
Chemistry .....	120		160
Physical Training .....	80		100
(In addition to the above there will be re- quired one of the following subjects:)			
Cicero, French, Spanish, or German.....	120		160
Solid Geometry .....	60		80
Trigonometry .....	60		80
Geology .....	60		80
Astronomy .....	60		80
Economics .....	120		160
(Or any two of the following:)			
Rural School Management .....	60		80
Methods of Teaching Special Subjects.....	60		80
Hand and Basketry Work.....	60		80

## FOURTH YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Practice Teaching .....	120		160
History of Education .....	80		100
Agriculture .....	40		50
Nature Study .....	40		50
Arithmetic .....	40		50
Grammar .....	40		50
Methods in Arithmetic .....	40		50
Methods in Grammar .....	40		50
Virgil, French, Spanish or German.....	120		160
Public Speaking .....	40		50
Physics .....	120		160
Drawing .....	40		50
Manual Training or Domestic Science.....	40		50
Physical Training .....	80		100

In the fourth year Ethics, Logic and Sociology may be substituted for Virgil, French, Spanish or German. Philosophy of Education, Rural School Problems, or Surveying may be substituted for Ethics, Logic, or Sociology.

NOTE: German will not be taught during the year 1919-20. Of the Fourth Year electives, Ethics, Sociology, Modern Languages, and Rural School Problems are offered.

## NORMAL PREPARATORY COURSE

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The following Normal Preparatory Course is offered for students who are not high school graduates and cannot pass the entrance examinations to the regular Normal School Course :

*Fall Term*—Reading, Grammar, Algebra, Arithmetic, Geography, Spelling, Physical Education.

*Winter Term*—Reading, Grammar, Algebra, Arithmetic, U. S. History, Physical Education.

*Spring Term*—Composition, Algebra, U. S. History, Physiology, Penmanship, Physical Education.





*South Hall*



*Gymnasium and Music Hall*

## SUGGESTED COURSE FOR RURAL SCHOOL TEACHERS

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The following course is suggested for rural teachers who are unable to complete immediately the Normal School course:

Admission to this course shall be as follows:

(1) By examination: (a) All students who do not have an official certificate of graduation shall be required to pass an admission examination in the common school subjects.

(2) By certificate:

(a) Graduates of the eighth grade in communities where there are no high schools shall be admitted to the first year of the Two Year Course for Rural School Teachers upon presentation of a certificate of graduation.

(b) Graduates of second and third class high schools who do not take the complete course will receive credit for equivalent work satisfactorily completed in the high school. Such credits may also be counted toward admission to the regular Normal School course.

(c) Holders of provisional certificates shall be admitted to the second year of the course for rural school teachers and be credited with the branches marked "passed satisfactorily" on the certificate.

## TWO YEAR COURSE FOR RURAL SCHOOL TEACHERS

### FIRST YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
(a) Reading and Oral English.....	60		80
(b) Grammar and Composition.....	60		80
Arithmetic .....	80		100
Physiology and Hygiene .....	40		60
Zoology and Botany .....	120		160
School Arts: .....	120		160
(a) Writing .....	40	50	
(b) Drawing .....	40	50	
(c) Industrial Arts .....	40	50	
Education: .....	120		160
(a) School Law & Hygiene 40	50		
(b) School Organization and Management .....	80	100	
Physical Education (Children's Games).....	40		50
Music .....			
Elective .....	120		160

### SECOND YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
Literature, Composition and Rhetoric.....	120		160
Algebra to Quadratics .....	120		160
Geography .....	60		80
Agriculture .....	60		80
History (U. S. and Pennsylvania) and Civics....	120		160
Education: Methods and School Problems.....	120		160
Physical Education .....	40		50
Elective .....	120		160

## ELECTIVES

	No. of 60 minute periods	or	No. of 45 minute periods
1. English:			
(a) Rhetoric and Composition.....	60		80
(b) History of English Literature.....	60		80
(c) History of American Literature.....	60		80
2. Foreign Languages:			
(a) Latin, 1, 2, 3, or 4 (each).....	120		160
(b) German, 1, 2, 3, or 4 (each).....	120		160
(c) French, 1, 2, 3 (each).....	120		160
(d) Spanish, 1, 2, 3 (each).....	120		160
3. Mathematics:			
(a) Algebra through Quadratics .....	60		80
(b) Plane Geometry .....	120		160
(c) Solid Geometry .....	60		80
(d) Trigonometry .....	60		80
4. Science:			
(a) Physical Geography .....	60		80
(b) Chemistry .....	120		160
(c) Physics .....	120		160
(d) Geology .....	60		80
(e) Astronomy .....	60		80
5. History, etc.:			
(a) Ancient .....	60		80
(b) Mediaeval .....	60		80
(c) Modern .....	60		80
(d) English .....	60		80
(e) Economics .....	120		160
(f) Sociology .....	120		160
6. Drawing .....	60 or 120		80 or 160
7. Home Economics .....	60 or 120		80 or 160
8. Manual Training .....	60 or 120		80 or 160
9. Education .....	60 or 120		80 or 160
10. Music .....			

Students will not be allowed to carry more than six regular periods of work per day at any one time.



## CONDITIONS FOR ADMISSION AND RULES FOR FINAL EXAMINATIONS

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1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools, as listed by the Department of Public Instruction, shall be admitted to the third year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. In case students who have satisfactorily completed four years' work in a foreign language prefer to take one or two years of additional work of the same foreign language, they may take State Board examinations in the additional work and shall have credit on their diplomas for the four years' work without being subjected to State Board examinations therein.

5. A person who desires to be admitted to the second or the third year without having previously attended an accredited

high school, must have a certificate of a commissioned Superintendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which one is conditioned under this rule or any one of the rules above, shall not foot up more than three hundred and twenty weeks.

6. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examinations at any other State Normal School during the same school year.

7. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a State Normal School shall be issued.

8. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry bookkeeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching except the one regularly issued by the State Board of Examiners to regular graduates shall be issued by any State Normal School or any person connected with any such school.

9. A certificate setting forth the proficiency of all applicants in all studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the



Faculty and presented to the Board. Studies that have been completed at a high school shall be designated by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

10. No State examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified in writing to the State Board of Examiners before such students are admitted to another State examination.

11. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a complete list of all who have taken advanced branches, together with a list of these branches; also a list of those who passed the State examination in any year, naming the year.

12. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

## CERTIFICATES AND DIPLOMAS

A student who is graduated in the Regular Course will receive a certificate in which will be named the branches of the

course, and which will confer upon him the right to teach in the public schools of the State two years without examination.

A graduate in the Regular Course who has continued his studies for two years, and has practiced his profession during two full annual terms in the common schools of the state, will receive, upon presenting to the Faculty and Board of Examiners a certificate of good moral character and skill in the Art of Teaching from the board or boards of directors by whom he was employed, countersigned by the proper Superintendent of Schools, a second diploma or certificate, which authorizes him to teach in the public schools of the State without examination. Applications for the second diploma must be filed with the Principal before the meeting of the State Board of Examiners in June.

### EXAMINATION FOR GRADUATION

Candidates for graduation are examined by the Faculty, and, if found qualified, are recommended to the Board of Examiners.

The State Superintendent, or his deputy, shall be President of the Board, and in conjunction with two principals of Normal Schools, and six County, City, Borough or Township Superintendents, shall constitute the Board of Examiners.

At the examination for graduation, a paper stating that the candidates have completed the course of study for normal schools, have taught the required time in the Model School, and have been examined and approved by the Faculty, shall be presented by the Principal to the Board of Examiners.

The examination by the State Board shall be in the following subjects:

*Third Year:* Psychology, United States History, Geography, Methods in History, Methods in Geography, Physiology, Rural School Management.

*Fourth Year:* History of Education, Nature Study, Arithmetic, Grammar, Methods in Arithmetic, Methods in Grammar, Drawing, Agriculture.

## DEPARTMENTS OF STUDY

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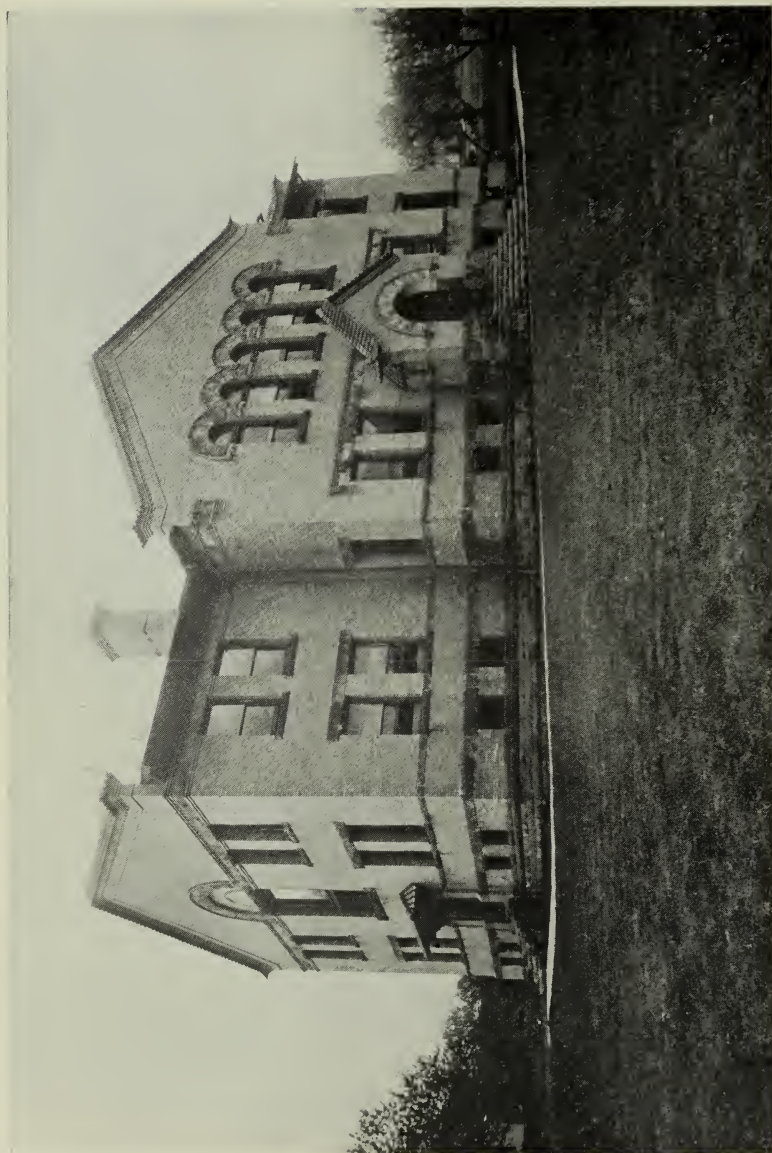
A successful normal school must make ample provision for the academic and professional training of its students. The teacher must have cultured powers and a well-informed mind. Whatever half-truths may lie in the principles advanced by Jacotot, it is certain that a person cannot teach what he does not understand. Without that co-ordinated mental development, which should be the only basis for all promotion or advancement, the teacher will be unable to think, to originate, to influence, to control. In no other way can a teacher so soon gain the respect of his pupils as by convincing them that his scholarship is of a high order of excellence. The Normal School, therefore, must make full provision for the scholastic training of its students.

But thorough knowledge of the subjects which we would teach is only one of the essential qualifications of a teacher thoroughly trained and fitted for the work. Professional preparation and training is demanded of all who can reasonably expect to succeed in the work of transforming the child into the man by developing all the powers of body and of mind. The day has gone by when every person who is conscious of his inability in other lines of work can hope to be counted competent to train the ignorance and weakness of infancy into all the virtue and power and wisdom of mature years. The true teacher must *know* his work—must be able to give a direct answer to his soul's question, "What is this which I do?" The laws of culture and instruction, the relation of the different branches of knowledge to each other and to the mind, the methods by which the human powers may be called into being and trained, must all be understood and appreciated by the person



*Main Building*





*Model School*

who would attempt to bring up the feeblest of creatures into a representative and interpreter of the Divine. We endeavor to lay broad foundations for the pedagogical training of our students.

## KINDERGARTEN

*Kindergarten Training*—A kindergarten, under the direction of a teacher of rare attainments and qualifications, is established in connection with the practice-school of the institution. The object of this branch of the training department is to afford the pupil-teachers an opportunity to observe the characteristics of little children, and to gain some working knowledge of kindergarten methods. Our students derive great benefit from this work and are led to realize the value of the kindergarten in introducing a proper spirit into the primary schools of the country. In this department Seniors and Graduates may learn, through teaching and observation, the proper handling of the gifts and occupations, and the successful utilization of the play instinct of children. The advantages of this work, especially to primary teachers, cannot easily be over-estimated. The success of this department during the past years has been such as to prove its great value to our outgoing teachers, and strong efforts are put forth to increase its effectiveness each year. The practical kindergarten in operation is worth many talks about the methods of operation and the spirit of the instruction. This department is recommended to all students who expect to become primary teachers.

## MODEL SCHOOL

This distinctive feature of the State Normal School is with us a true town school, under the skillful direction of an efficient superintendent and his assistants. It is the purpose of the officers of the school, in conjunction with the directors, to make this in every respect a Model School. The members of the Senior class practice in the school during the entire year. In the higher grades each student teaches one class daily; in

the lower grades each student teaches the entire day for one month. The classes are changed when necessary, the Seniors thus having an opportunity to give instruction in the different branches and grades. The various classes in Drawing, Singing and Physical Education are placed in charge of the Seniors under the supervision of the teachers in the Normal School. Plans for all written work are prepared by the student-teachers and submitted to the Superintendent.

The term of forty weeks' teaching under the direction of those who are competent to point out defects and suggest their remedies is, ordinarily, worth more to teachers than years of experience when teachers are left to discover their own faults and find their own way out of them. This is really the most valuable work in the course. The members of the Senior class observe and teach in the public schools of Slippery Rock, which constitute the Model School of this institution. Seniors meet the Superintendent of the practice school collectively each week for instruction in Methods and School Management, and individually meet him daily for special instruction adapted to their needs. This experience in public schools of high reputation and efficiency is an excellent preparation for the practical side of teaching, and gives the graduates of the school an advantage which cannot be well over-estimated.

The practice school as organized at present consists of three departments:—a kindergarten; a primary and grammar school of eight yearly grades; and a high school having a complete three-years' course. Every effort is made to make this an efficient and practical school.

The most important function of a Normal School is to discover, inspire, and train the teacher, and to fit him for his place in the public schools. To the trained teacher, Slippery Rock State Normal School offers unexcelled opportunities for acquiring the professional knowledge and technical skill indispensable to the best teaching. In its course of study are included all the necessary elements in the training of teachers, educational theory, thorough study of the subject-matter in



the common school curriculum, observation of model teaching, and practice in teaching under expert supervision.

## EDUCATION

**School Management**—This course is a regular First Year subject. Graduates of first class high schools will take School Management in the Third Year. School organization, the daily program, physical surroundings of the school, school government, the spirit of the teacher, etc., will be studied. In connection with this course the School Law of Pennsylvania will be studied.

**General Methods**—In General Methods the aim of education, the teaching process, the inductive lesson, the deductive lesson, the art of questioning, the study lesson, the review lesson, social phases of the recitation, lesson plans, etc., are considered. This course is a regular Second Year study. Graduates of first class high school will take the course during the Third Year.

**Methods in Penmanship and Drawing**—This course is a part of the Second Year requirements in General Methods. A thorough course in Penmanship with special reference to teaching Penmanship in the public schools is offered. Methods of teaching Drawing, with special reference to hand work are considered.

**Methods in Geography**—Geography in relation to other subjects is considered. The method and material are considered. Methods of presentation in the different grades are carefully considered.

**Methods in History**—The aim of this course is to present methods of instruction in History and selection of material to be used.

**Methods in English**—This course includes methods in Language, Grammar, Composition and Literature. Stress is placed upon ability to develop the power of expression. The most approved methods of instruction and selection of materials are studied.

**Methods in Primary Arithmetic**—This includes methods of instruction in elementary Number and the fundamental operations. The most approved methods of presentation are studied, as well as the elimination of useless material.

**Primary Methods**—Under the direction of the principal of the Model School, special work in Primary Reading, Language, Number Work and Seat Work are studied in connection with the practice school. Students are required to know thoroughly at least one approved method of teaching Reading.

**Psychology**—The Third Year class devotes a full year to the study of Psychology.

**Physiological Psychology** receives special attention, considering mainly nerves, neurones, reflex action, functions of the cerebellum, medulla oblongata, and the peripheral nervous system, with special study of the special senses of vision, hearing, smell, taste and touch.

**Analytical Psychology**—The introspective phases of mental life receive consideration in the study of consciousness, attention, sensation, perception, apperception, memory, association of ideas, imagination, the reason, emotion, and the will.

The study of Physiological and Analytical Psychology is followed in the spring term by a careful study of Child Psychology, with special reference to the normal child and some consideration of defective and backward children.

**History of Education**—A careful study of ancient, mediaeval and modern education, with special reference to phases of present day educational problems. Application is constantly made with respect to Management and Method.

**Rural School Problems** is an elective in the Senior Year. Rural School Problems is offered to those who are interested in the rural school life. Certain phases of rural school conditions are studied, with reference to rural psychology. A text book is studied and supplemented by collateral readings of reports.

**Rural School Management**—A course offered during the Spring term for those students who are likely to teach in rural schools. Both Management and Methods are carefully studied, with special respect to the rural school.

## ENGLISH

**Grammar**—Much attention is given to the study of Grammar. The work is made as practical as possible. The aim is to give the student the essential facts of the subject, and to enable him to express these facts in as simple a way as is consistent with accuracy. The student is trained in the use of his mother tongue by having him use it. The plan is to require nice discrimination from the first, and to make the power to draw nice distinctions one of the chief disciplines of the subject. Due attention is paid to parsing, analysis, and structural forms of the language.

**Rhetoric**—The work in Rhetoric and Composition is adapted to the needs of students who are learning to express themselves with the pen. The understanding of the principles of the various kinds of composition, the appreciation of beauty of expression, and the acquisition of a good, clear style constitute the natural aim of the student in this branch. The instruction is such as will show a young writer how to present what he has to say in the best English within his reach, and in a form adapted to his purpose.

**Literature**—The study of Literature includes a critical examination of the masterpieces of English and American writers, in order to cultivate a love for the beautiful and true through the study and appreciation of the thoughts of certain great authors. A systematic study of the history of literature is undertaken in less degree. Among the forms of literature receiving attention are the oration, essay, ballad, sonnet, ode, short story and drama. The Senior class covers the work for prescribed college entrance, including the study and interpretation of at least five classics.

**Senior English**—During the Senior Year methods of presenting English Composition, Spelling and Formal Grammar are studied, in addition to a careful review of English Grammar.

**Orthography**—The subject of Orthography includes a careful study of the spelling, enunciation, pronunciation, meaning, and use of words. Constant drills in spelling and defining are given to the student, and the importance of correct spelling and understanding of words is emphasized. Word analysis, including the literal meaning of the prefixes, suffixes, and roots which compose our most familiar derived words, receives proper attention. Diacritical marks and accents are studied so that proficiency in the use of the dictionary may be gained.

**Reading**—The objects to be attained in the work of reading are the getting of the thought from the printed page, and the gaining of the power of vocal expression. The teacher endeavors to make the reading lesson a thinking lesson, in which the mental grasp of thought-getting is given special prominence. Exercises are given in comprehensive sight reading, from magazines and periodicals, together with the proper rendition of hymns and selections from the Bible. A judicious use is made of phonics; and drills in emphasis, inflection, and expression are introduced. The student must first be a good reader before he can be an artist in expression.

**Public Speaking**—The object of this course is to develop initiative and effective speech; to train students in the communication of the thoughts and feelings of one mind to others, by means of the voice in speech, and by means of the body in gesticulation; to improve the general mental habits and to develop systematic reading, research and thought. Attention is given to rules and practice in Parliamentary Law; clear organization of ideas in the mind of the speaker; retention of the well organized ideas during delivery; mastery of the language and the technical control of the voice in speech and of the body in gesture. Frequent opportunities are given students to appear in public through the literary societies, public meetings and carefully chosen plays.

## LATIN

It is the aim of our instruction to see that the study of Latin does not become a barren waste of time and energy, but a means of securing that broad culture which must remain the mark of the educated man. The student, in some degree at least, becomes a partaker of the benefits which flow from the study of the life of a great people as revealed in its literature and art.

**First Year Latin**—The first year work consists in the grounding of the student in Latin forms and inflections, and in the general principles of the syntax of the language. The text in use during the three terms of the year is Smith's First Year Latin. The Roman pronunciation is used, and many of the sentences are read by the instructor as a guide to the pupils in pronunciation. Constant reviews are given. Upon the completion of this course, the student is thoroughly prepared to study Caesar intelligently.

**Caesar**—Four books of Caesar are read during the second year. One lesson each week is devoted to prose composition, the vocabulary

used being chiefly from Caesar. The aim is to acquire the power to use readily the more common constructions. Part of the advance lesson is used for sight reading.

**Cicero**—During the third year, six of Cicero's orations are read. Frequent exercises are given in which the teacher reads the Latin and the students translate from hearing. Special attention is given to the critical study of conditional sentences and subjectives.

**Virgil**—In the Senior year, six books of Virgil are read. Careful attention is given to all mythological references, using as authorities Gayley's *Classic Myths* and Guerber's *Myths of Greece and Rome*. The characteristic rhythm of the *Aeneid* is observed in the reading, and short sentences are committed to memory. Constant comparisons are made between the forms and constructions employed in poetry and those in prose. Considerable attention is given to the study of Latin and English cognates.

**Advanced Latin**—When sufficient number of students desire to study Advanced Latin of college grade, a class will be organized, which class will take up Horace and Livy or other Latin which may meet a particular need. By taking Advanced Latin under the State Board, credit is given for Cicero and Virgil without State Board examination in these subjects.

## MODERN LANGUAGES

German will not be taught during the school year 1919-20.

French or Spanish may be substituted for Latin. No credit will be allowed in Language unless the Language for which credit is asked has been studied for two years. Classes will be organized as needed.

**First Year French**—During the first year of study careful drill in the pronunciation of the language is given, and the students become familiar with the rudiments of the grammar. Conversation and dictation exercises are used as aids in securing command of the language. The reading comprises Bierman & Frank's *Conversational Reader*, and Meras & Roth's *Petit's Contes de France*.

**Second Year French**—During the second year, advanced work in grammar and composition is given. The class reads six hundred pages of standard literature. Sight reading, composition, and the making of resumes of the texts read are continued throughout the course. Among the works read in the second year are: Halevy's *L'Abbe Constantin*, Labiches *Le Voyage de M. Perrichone*, Daudet's *La Belle-Nivernaise*, Le Sage's *Til Blas*.

**Third Year French**—In the third year may be read: Picard's *La Petite Ville*, Hawtrey's *Le Fee des Greves*, Racine's *Athalie*, Balzac's *Le Cure de Tours*.

**First Year Spanish**—Spanish will be offered as an elective at Slippery Rock State Normal School during the year 1919-20. Classes will be organized as need develops.

**Second Year Spanish**—If sufficient students who have studied First Year Spanish apply for second year work, classes will be organized in 1919-20.



## MATHEMATICS

The primal condition of the existence of mathematical science as such is that the first principles shall be so clear and so perfectly defined that no one can mistake them. In order that the student may be led to see the order, harmony and beauty of real mathematical science, the fundamental principles must be exhibited in a clear and unmistakable light. It is the purpose, therefore, of the teachers in mathematics to see that the students grasp thoroughly the science of each subject. The fundamental principles are developed inductively through the solution of particular problems and cases which gradually increase in generality until the mind grasps the greater truth. Principles are emphasized in all the subjects, for it is believed that no one who has not a thorough knowledge of primary principles and their relations can become a skilled mathematician.

**Arithmetic**—The pupils are led by easy transition from the elementary forms of reasoning to pure mathematical demonstration. The mastery of the processes and principles is shown to be essential to any person who would be of use to himself or others in the actual business transactions of life, wherein results must be exact and computations quickly completed. The aim is to make the subject thoroughly practical. Among the topics to which attention is directed are: fractions—common and decimal—reasons in simplifying; percentage—its uses in business transactions, short methods; longitude and time—standard time; ratio and proportion in relation to careful reasoning; advanced arithmetical computations. Special attention is given to exact, correct, and concise statements.

In the Senior year, a careful study is made of the principles underlying the teaching of the subject in the public schools. A comprehensive review of the principles and processes is made in order that additional power in computation may be gained. Broader, clearer, and more accurate knowledge of the subject is sought, and the power to analyze conditions cultivated. The subjects, square root, cube root, mensuration, progressions, interdependence of arithmetical principles, and the proper presentation of the various subjects to a class in the public schools are given much attention.

**Algebra**—In order that Algebra may prove an interesting subject to the pupils, we try to present it according to an attractive method. Attention is given to algebraic processes, while the ideas which have been developed in the study of arithmetic are associated with those involved in algebra in such a way that no difficulty is experienced in passing from reasoning with definite numbers to reasoning with general numbers. We aim to show that a knowledge of the subjects rests upon certain elementary principles. These are developed by means of questions leading the student to infer and apprehend clearly the truths presented. Clear and accurate statements follow, and then full proof of the principles involved. Upon these foundation principles the whole subject is based, and frequent reference is made to them. The treatment of the equation is basic, and the student is made familiar with its fundamental principles, so that rapid progress is made when consideration of the more abstract phases of algebra is undertaken.

**Geometry**—Geometry is essentially a disciplinary study, and the amount of the benefit derived from its consideration will depend upon the independent thought expended upon it by the pupils. It is recorded of Euclid that, when Ptolemy asked whether there were no easier means of learning geometry than that given in his writings, he replied, "There is no royal road to Geometry." In our teaching of this subject the pupils are encouraged to search out their own authorities for verification. Pride in independent work is a most important factor in securing satisfactory results. Much attention is given to the original exercises, and the pupils are encouraged to make neat and accurate constructions in all work undertaken. Clearness of conception and exactness of expression are sought under all circumstances. Solid Geometry is studied by those who elect it, and is often taken by students who are able to carry an extra branch of study.

**Trigonometry and Surveying**—This institution has recently purchased a fine Gurley transit, chains, pins, etc., and is now ready to offer superior advantages to any who wish to acquire a thorough knowledge of the surveyor's work. Our methods are not the antiquated forms in use in many schools, but the fresh and vigorous practice of the Coast Survey. Full instruction is given in the details of map-drawing, mechanical drawing and construction.

## NATURAL SCIENCE

**Geography**—The subject of Political Geography is carefully taught as presented in modern text-books, with abundant help in the forms of maps, globes and illustrations. Facts and casual relations discovered in the study of home surroundings prepare for the study of distant and unseen natural features, resources, industries, commerce, modes of communication, and unfamiliar peoples. Students who expect to enter the first year are urged to prepare thoroughly upon this branch before entrance upon the normal work.

**Physical Geography**—A thorough course in Physical Geography is given. Geological agencies now operative are first studied; the forces producing changes, and the laws of their operation are considered; also the structure and development of the earth and the adaptation to the support of life are traced. The development of the nation is considered with reference to its dependence upon climate and general geographic conditions.

**Botany**—The course in Botany aims to awaken a natural interest in the various forms of plant life. The student is led to know plants as living things that do work and overcome obstacles. Whenever possible, the plant is studied rather than the text-book. Seedlings are grown and observed by each pupil, experiments are performed, and field work is done. The few plants that are collected and mounted by each pupil serve to work out a definite problem. In the class-room rare and curious plants, seaweeds, etc., are shown, and some work with the microscope is done. Many photographs, showing various conditions of plant-life, have been prepared by the instructor in charge and are used in the class-room work.

**Zoology**—The subject of Zoology should bring the student into close contact with the animal forms of his environment. While studying the general principles which underlie all living forms, the aim is to





*Girls' Basket-ball League*



*Foot-ball Team*



*Basket-ball Team*

lead the student to see for himself, in the animals with which he is familiar, the adaptation of habit and structure to surroundings and mode of life. The development of a sympathetic appreciation of the beauty and harmony of nature as seen in the forms of the animal kingdom is the object sought. As a means of studying the life-history of animal forms, special attention is given to the development of insects, and the students are encouraged to collect and observe the habits of larvae and trace their metamorphoses.

**Physiology**—In the study of this subject the foundation is laid in the general principles which underlie all life. This is accomplished by comparison with the lower forms of the animal kingdom, and by the microscopic examination of the various structures and tissues of the body. The study of the facts of human physiology is made the basis of instruction in the principles which underlie the care of the body. Special prominence is given to the proper care of the health in relation to school life and work and to the best methods of teaching this important subject in the public schools.

**Chemistry**—In the teaching of this branch of science class-room work is combined with the work of the laboratory so that they are supplementary to each other. The various objects are studied first in the class-room, and the students are then assigned work in the laboratory, which will serve to illustrate and fix the principles involved. The constant aim in the study of general Chemistry is to lay a broad foundation in the general principles of this science so that the student may afterward, if he so desires, proceed to special work. The opportunity is offered to take up a year or more of advanced work.

**Physics**—The subject of Physics is studied from the practical rather than from the theoretical side. Sufficient of the theory is given to enable the students to deduce the laws from experiments, which are a constant accompaniment of the class-room work. The students are directed in the performance of many experiments, with improvised apparatus, for the purpose of showing how the various principles may be used in the public schools. Special attention is given to the recent developments in electrical science, and the principal functions of the electrical current are illustrated by actual measurements. Throughout the work, clearness of statement and scientific accuracy are required.

**Geology**—In the study of Geology the aim is to familiarize the student with the ordinary rocks and rock-making minerals, so that he may recognize the more common forms. The agencies by which the earth has been brought to its present condition are studied, and, as far as possible, these are illustrated by the geological features of this locality. In the study of historical geology, special attention is given to the formations of the Carboniferous Age as shown by the coal and limestone beds in this portion of the state.

**Astronomy**—The object of the study of this subject is not conceived to be that of rendering students expert astronomers, but rather to lead them to an appreciation of the beauty and harmony of the laws of nature as seen in the order and movements of the heavenly bodies. With this end in view, the student is given the general principles on which the science depends, and is taught to apply them in simple observations such as may be available to him without the equipment of an astronomical laboratory. The movements of the sun and moon, the causes and phenomena of eclipses, the relations of the bodies which



compose the solar system, and the form and position of the principal constellations are subjects which receive special attention.

**Nature Study**—In these days of advanced ideas, when the demand is growing stronger every year for concrete work in education, much stress is laid upon Nature Study as affording desired mental discipline. Much work is done in connection with botany, zoology, and the other natural sciences; and the Seniors are required to apply these lessons in the practice school. There the pupils are led to study the representatives of most of the larger groups of plants and animals found in the neighborhood. Pupils also learn about the various products of plants and animals that are used for food, clothing, implements, building materials, and medicine. The pupil is taught to find the meaning of each fact that comes under his observation. Thus the study of nature becomes a delightful recreation, and not a mere task.

**Agriculture**—In the Senior year all students are required to take the work in Agriculture. In this course the regular problems of Agriculture are studied, with special emphasis upon conservation of the soil and the improvement of plants and animals. Boys' and Girls' Club work is stressed. The work in the class room is correlated with practical demonstrations and observations in the school gardens.

## HISTORICAL SCIENCE

**History of the United States**—In the intellectual development of the youth of America there can be no more helpful and important discipline than the study of the history of their own country—in its events, institutions, and social and industrial movements. The proper teaching of history stimulates the student to general research in subjects; it leads to a spirit of inquiry, and develops a deeper love of country. The relation of cause and effect in events should be kept constantly in view. In this department, the work in the class-room is based upon text-books, supplemented by biographical incidents illustrating the characters of the makers of history. Special attention is paid to the political growth and industrial advancement of the United States. Great use is made of outlines, and students are recommended to read certain historical poems and novels in connection with the regular class-work. Frequent reviews and examinations are given in all classes in history.

**General History**—The public conception of what constitutes history has greatly broadened during the past century. In the former days of teaching, the details of battles, the intrigues of courts and kings, were the chief considerations. Now the thoughts and actions of the people are deemed more important; the social, economic and ethical elements of human life and progress attract the careful attention of teachers of history. The course in General History embraces two terms' study of the subject, in which the origin, development and growth of countries and their institutions are carefully considered. Special attention is given to the great characters in history—creators of events. The leading elements of historical development, such as reformations, important movements for advancement of nations, the germination of modern institutions, and the transitions to more liberal forms of government are each and all dwelt upon in their varying relations. The text in use is supplemented by stories from authentic sources,

while the students are directed to the library for further material and information.

**English History**—This branch is a required study in the Spring Term of the second year. During the term the class studies the geography, development and advancement of England as shown in history. Attention is directed to the great changes in the political and religious character of the country. Among the topics emphasized particularly are its revolutions, literature, institutions, lines of rules, influence upon other nations, and the commercial and industrial relations with the world at large.

**Civil Government**—The demand upon public schools today is a systematic training for citizenship. To talk about patriotism is not enough; the highest ideals of citizenship must be made a part of the school course, not alone in the highest schools of the lands, but in the grammar schools and in the little schoolhouse of the country road as well. In accordance with this idea, the students of the second year make a careful study of the Civil Government of the United States and of the State of Pennsylvania. The work prepares the students not only to teach this important subject, now required in the public schools of the State, but to perform in a better manner their duties as citizens. They must be led to the discipline and practice of good citizenship through the understanding of the spirit of the same. The facts of the Constitution and such comments as are found in ordinary texts are carefully studied, and supplemented with much additional information and practical application.

## SCHOOL ARTS

**Drawing**—This is a regular second year study. The subject of Form Study and Drawing receives the attention which its importance demands. As a knowledge of drawing is required of every teacher, it is the aim to give students a knowledge of fundamental principles; to emphasize the industrial and the aesthetic values of the subject; and to develop the appreciation, creative ability, and individuality of the students. Outline-drawings from models, objects, and nature are made. Then follows studies in light and shade; simple landscape compositions in pencil, ink-wash and color; water-color work from nature; simple decorative drawings and patterns.

**Senior Drawing**—In the Senior year special attention is given to methods of teaching the subject in the various grades, to its use in other subjects, and advanced work in form and color.

**Advanced Drawing**—Seniors who have completed their work in Drawing and show special ability are given an opportunity to take this work in Advanced Drawing during the spring term. This work prepares teachers to be special teachers of drawing.

**Elementary Hand Work**—Realizing its importance, one term is spent on the various forms of Hand Work suitable both for the lower grades and for the higher grades where the usual Manual Training and Domestic Science are not practical. Such work as may be carried on in the ordinary school room with little equipment is given special attention. This work includes paper folding and cutting, card board con-

struction, raffia and yarn weaving, basketry, stenciling, whittling and chip carving.

**Shop Work**—A course is offered which aims to give skill in the use of the ordinary bench tools, to give a knowledge of methods of construction and to develop ideas of beauty in the working out of original problems. The course includes the making of simple objects from the working drawings, and the planning and construction of pieces of furniture from hard wood. Among the pieces made are stools of various kinds, book racks, magazine racks, tables, chairs, porch swings and screens.

**Penmanship**—Full opportunities are provided for the acquisition of a good style of Penmanship. The essentials of good business writing are legibility and speed. These are secured by the use of the approved Zaner system at present employed in the school. Economy of effort is the basis for determining all the details of form, position, movement and aims of practice. Penmanship is considered only as a means to an end.

**Public School Music**—A period of each day is given to instructing students in the elementary principles of vocal music. The subject is considered from the teacher's point of view in order that students may learn how to teach music in the public schools. A large chorus-class, open to all, is organized each term for the purpose of practice in singing at sight and for enjoying the works of the masters of music.

## PHYSICAL EDUCATION

The work in Physical Education is organized not only for the purpose of controlling all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The supervision and general control of this department is under the Director of Physical Education advised by the Principal and Board of Trustees. It supervises all training and coaching of teams, arranges all schedules and has general charge of all athletic contests on the athletic field, tennis courts and athletic and gymnastic equipment.

In the regular normal school work students are required to take one period per week in gymnasium and one period per week in special graded work—in the First Year, wands; Second Year, club swinging; Third Year, play ground work; Fourth Year, public school gymnastics. For special work see Department of Physical Education.



## DEPARTMENT OF HOUSEHOLD SCIENCE AND ART

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This course aims to develop an appreciation for the home and those things which belong to the home. If the house is to be an attractive institution, the woman must have time which she may spend in exercising physically or mentally. This is termed *liesure*. In order to have this time, her household duties must be accomplished in a practical and economical way. Not practicality and economy measured in dollars and cents alone, but that measured in conservation of time and energy also. This conservation results in the raising of standards and qualities, for it is only when one knows how to do a thing well, and knows when it is well done, that the best results are obtained.

### SEWING

*Elementary Sewing*—This course includes all stitches, seams, and hems used in practical sewing. These are to be used on articles made over very simple patterns.

*Advanced Sewing*—In this course a study of the sewing machine will be made, which will include the care of the machine, the repair, and a knowledge of its parts. Using both hand and machine stitching, such garments as the pupil, in the instructor's discretion, is capable of doing well, will be made.

*Dressmaking*—Elementary sewing is a prerequisite to this course. In this course the pupil will obtain a working knowledge of the sewing machine. Dresses will be made over commercial patterns which will be studied and altered to the individual. Work on the sewing machine will be stressed

along with as much of the work included in elementary sewing as is expedient.

*Millinery*—In this course a study will be made of milliner's stitches along with their practical uses. The making of wire and buckram frames, along with their covering and trimming, will be arranged to meet the needs of the individual.

*Art Needlework*—This will include the making of scarfs, center pieces, curtains, cushions, collars, etc., on which a variety of stitches may be used. Crochetting and knitting will also be taught.

For all the above courses, students must provide their own pins, needles, thread, thimble, scissors, tape measure and cloth. For course in art needlework, in addition to the above named, knitting needles, crochet hook, and embroidery hoops.

*Textiles*—This course includes a study of cotton, wool, flax, and silk; a study of production or cultivation of each, along with its manufacture into cloth, and a study of the machinery used in such manufacture, will be made.

## COOKERY

*Elementary Cookery*—This course is designed to give a working knowledge of the common foods along with the preparation which renders them most nutritious. The manipulation of household utensils which results in efficiency will be stressed.

*Advanced Cookery*—This course is based on elementary cookery. A broader study of foods, along with their classification, preparation, and combination with other foods, will be made. More complicated manipulations which result in skill, will be introduced. The class will plan meals and lunches which will be served during each term.

For both of the above courses the student will provide a large white apron (bungalow, Hoover, or cooking apron), white cap, hand towel, dish towel, dish cloth, and hot pan holder.

*Food Study*—In this course a study of each food will be made including its history, cultivation, chemical composition, digestion, nutritional value, and its place in the diet.

## TWO YEAR COURSE FOR HOUSEHOLD ARTS TEACHER

### FIRST YEAR

	No. of 60 min. periods
Orthography .....	30
Reading and Public Speaking .....	40
Arithmetic .....	80
Grammar .....	120
Public School Music .....	40
Physical Training .....	80
Plane Geometry .....	120
Drawing .....	40
Elementary Sewing .....	80
Elementary Cookery .....	80
Food Study .....	40
Millinery .....	40

### SECOND YEAR

	No. of 60 min. periods
Rhetoric, Composition, Classics .....	120
Physiology and School Sanitation .....	60
Physical Training .....	80
Child Study .....	40
Hand and Basketry Work .....	60
History of Education .....	80
Agriculture and Nature Study .....	80
Advanced Cookery .....	80
Dressmaking .....	80
Methods and Course in Sewing for Graded Schools.....	40
Textiles .....	40
Art Needlework .....	40

## MUSIC DEPARTMENT

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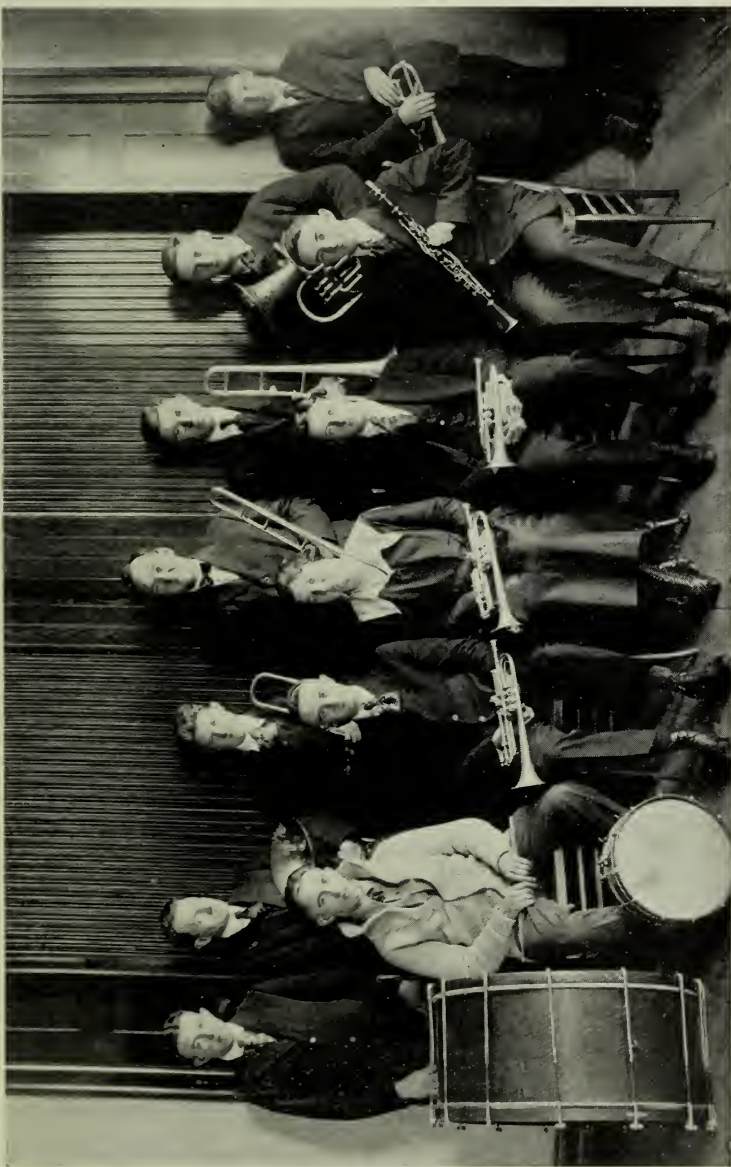
No type of school has influence so great and widespread as has a Normal School. Through its graduates, it reaches not only the cities and larger towns, but also the smaller towns and rural sections where so much depends upon the individual teacher.

The name "musician" was formerly applied only to those who could play or sing reasonably well. But today we realize that music is the heritage of all and the term "musician" includes all who appreciate and understand music. It is for this broader and higher conception of music that the Music Department of Slippery Rock State Normal School stands. We consider that our first and foremost duty is to the student body as a whole.

This same ideal is today manifesting itself in the entire musical sphere at large when groups and entire communities gather together for "sings." This movement is still in its infancy and is to grow and grow until we become a singing nation. The center for this activity is usually the school-house, and often the directing of the singing is in the hands of the teacher.

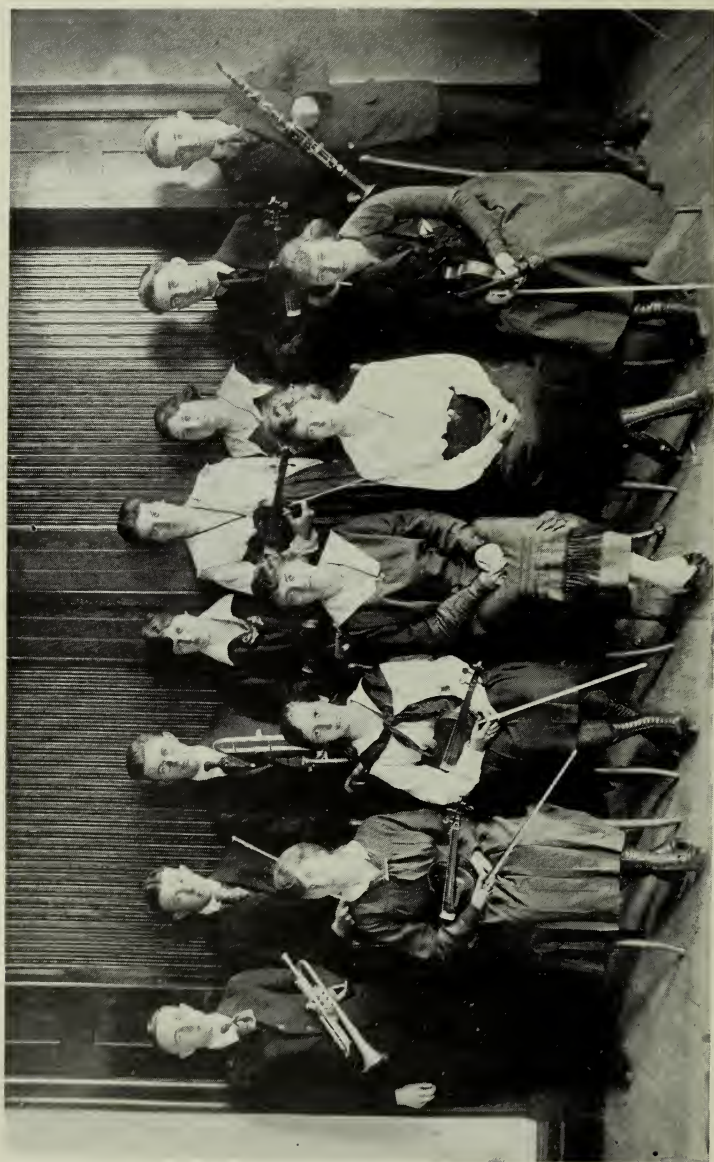
The one time and place that the students of this school can come together is every school morning in the chapel service. Here real community singing is carried on. The songs are the type that are used on such occasions and the students have the opportunity to observe how to interpret these songs and how to direct such an assembly.

The week of February 17th is the National Week of Song. Every evening of that week the people of the town and com-



*Band*





*Orchestra*



munity will join the students in the Chapel and there will be community singing on a larger scale.

For the further development and broadening of musical taste in the school, frequent lessons in Appreciation of Music are given in the morning assembly by teachers and advanced pupils of the Music Department. Through this the students become familiar with some of the best music and learn how to become appreciative listeners.

## MUSICAL ORGANIZATIONS

This school offers unusual advantages in both the number and kind of its musical organizations. Students who have musical ability along any line have the opportunity to further cultivate and develop it. The works of only the best composers are used and great emphasis is laid upon the interpretation of these works.

There are no charges for membership in these organizations, but regular attendance is required.

*The Choir* is composed of mixed voices and furnishes the music for the Sunday Vesper Services in the Chapel. Realizing the increasing importance churches are giving to this part of their service, we hold a high standard for the music of our Vesper Service.

*The Mixed Chorus* is open to students of both sexes. This organization takes up the study of some of the best choruses, cantatas, oratorios, and operas. On February 10th, it rendered "The Rose Maiden," by Cowen.

In the *Girls' Chorus* the same standards are held that are characteristic of the Mixed Chorus. On February 1st, this chorus gave "The Legend of Bregenz," by Bendal.

*The Octette* is composed of selected Senior girl voices. Beside organization concerts the Octette assists on special occasions throughout the year. On February 1st, it gave "The Garden of Flowers," by Denza, in combination with students

of the Department of Physical Education who interpreted the spirit of the cantata by aesthetic dances.

*The Junior Orchestra* is open to students who can read and play well simple music. Regular attendance is required at the weekly rehearsals. The work of this orchestra is a stepping stone to the School Orchestra.

*The School Orchestra* is open to students who can read and play well quite difficult music. It gives several concerts during the year, accompanies the different choruses as well as the singing in the chapel service every morning and assists on special occasions throughout the year. On February 7th, the School Orchestra accompanied the entire of Cowen's "Rose Maiden," sung by the Mixed Chorus.

*The Band* is open to students who can read band music reasonably well. Regular attendance is required at the two weekly rehearsals. Two concerts are given during the year beside the out-of-door concerts in the spring term.

## PUBLIC SCHOOL MUSIC

In the regular Normal School Course, Public School Music is a required subject. This is taught in the first year. The ground covered includes the rudiments of music—notation, scales, intervals, and melody-writing, beside ear-training and music-reading.

This lays the foundation for Methods of Public School Music which is a required subject in the third year. In this class the best and most modern methods of teaching music in the schools are studied. The work of this class is made practical in the fourth year when the Seniors teach in the Training School.

## COURSES OF STUDY

It is impossible to map out a strict course for any department, for, with the exception of theoretical branches, the

studies must be suited to the needs of the individual student. Just as a doctor cannot give the same medicine to all his patients for their various ills, no more can a teacher of music correct the faults and fulfill the needs of her pupils by giving all the same studies.

Nor is it possible to map out a course and say that it will take three years to complete it. The ground that one student could cover in three years might take another student five years. The natural ability of the pupil, the amount of time available, and the ability to utilize this time are the main factors in determining the length of time it will take the pupil to complete the course.

The following courses are general outlines to show the standard of the work in the various departments.

To those completing either the Voice or Pianoforte Course a diploma is awarded.

## PIANOFORTE COURSE

*Preparatory Course*—Hand position; preliminary exercises of the Leschetizky method; Gurlitt, Burgmüller, Loeschorn, LeCoupey, Köhler, Clementi, Duvernoy.

*First Year*—Technique; Czerny Op. 299; Heller; Bach "Little Preludes and Fugues"; Sonatas by Clementi; Kuhlau, Haydn.

*Second Year*—Advanced technique; Czerny Op. 740; Cramer; Kullak Octave Studies; Bach "Two and Three Part Inventions"; Sonatas by Haydn and Mozart; Pieces by Schumann, Schubert, Grieg, MacDowell.

*Third Year*—Clementi's "Gradus ad Parnassum"; Moscheles; Bach "Well Tempered Clavichord"; Sonatas by Mozart and Beethoven; Compositions by Chopin, Schumann, Liszt.

Great emphasis is laid upon memorizing. There are frequent opportunities for playing at the Students' Recitals

and the advanced students do a great deal of ensemble playing. This latter not only gives pleasure to the performers, but it also improves their music reading, develops the rhythmic sense, and aids interpretation.

The study of English will be required in each year of the course.

*For graduation* the student must have one year of History of Music and two years of Ear-training and Harmony. This includes the Rudiments: notation, scales, intervals, melody writing, elementary harmony and advanced harmony. The texts used are Cooke's History of Music and Skinner's First and Second Year Harmony.

Graduates are required to give a recital during the Senior year.

## VOICE

*Preparatory Course*—Breathing exercises; voice placement; simple vocalises; music reading.

*First Year*—Technique; exercises by Abt, Concone, and Sieber; simple songs.

*Second Year*—Technique; Panofka, Vaccai, Concone, Marchesi; songs by Schubert, Mendelssohn, and American composers.

*Third Year*—Advanced technique; Spicker; Panofka, songs by Schumann, Schubert, Brahms, etc., and songs from standard oratorios and operas.

*For Graduation*—The requirements are the same as for the Pianoforte Course with the following additions: The student must be able to play simple accompaniments, must have had one year of History, two years of Modern Language, in addition to three years work in English, and must have completed Melodia.

Graduates in this department are required to give a recital in the Senior year.

## VIOLIN

This department has been opened for those wishing private lessons and either beginners or advanced students are invited to study. Classes are arranged each term for those not desiring to take private lessons. These classes meet once a week. Capable teachers have been provided for this work. Great care is taken as to the tone production.

## WIND INSTRUMENTS

This department offers unusual opportunities to all interested in the band instruments. Students are prepared not only to enter the school band but also to do solo work at the students' recitals. The best modern methods of instruction are used.

## PIPE ORGAN

November 1, 1919, will see the completion of a fully equipped and thoroughly modern three-manual pipe organ in the Chapel. It is the gift of the alumni and friends of the school. During the year organ recitals by artists will be an added attraction for our school.

A limited number of students will have the opportunity to study this grandest of instruments. The demand for organists is increasing as organs are rapidly being installed in churches, halls, stores, theatres, and other public places all over the land.

## DEPARTMENT OF PHYSICAL EDUCATION

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### PHYSICAL TRAINING

The work in Physical Education is organized not only for the purpose of cultivating all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The expression of this department is under the direction of the Athletic Committee and is divided into both corrective and educational gym for development, co-ordination and objective control.

Those who are physically unable to take up the regular class work may take the corrective work and thus prepare themselves for the graded class work.

The costume worn by the young ladies consists of black bloomers (which may be purchased at the school for \$1.65), white middie, black tie, shoes and stockings.

Physical Education for the young men will be under the direct supervision of an athletic director who will also act as coach of the different teams and accompany the teams on all trips away from the school.

Students are permitted to remain on the athletic teams only so long as athletics do not interfere with their studies. The forms of athletics in which the school participates are foot-ball, basket-ball, base-ball and tennis.

### FIRST YEAR

*Anatomy*—Two periods a week upon general anatomy, especially explaining those points which are of importance to the future teacher of Physical Education.



*General Kinesiology*—One period a week. Lectures and recitations upon the mechanics and classifications of exercise.—Mrs. DeArmit.

*Vocal Expression*—One period a week on proper training of voice; the element of expression, localization of speech and exercises in reading, speaking, etc. As commands are extensively used in teaching gym, this part will be most helpful.

*English*—Four periods a week. Regular First Year English of Normal School.

*Educational Gym*—Two periods a week. The progression characteristic of the Swedish system will be thoroughly taught, so that at the end of the course even those who are weak will be physically strong.

*Electives*—Club Swinging, Dumb Bells, Wands, Folk and Aesthetic Dancing.

## SECOND YEAR

*Physiology*—Two periods a week. Demonstrating those laws which are of special interest to the teacher of physical education.

*Special Kinesiology*—One period a week. The philosophy of each position and movement will be explained, also the basis of progression and tables of exercises.—Mrs. DeArmit.

*Play Ground Training and Gym Games*—One period a week.

*Educational Gym*—Two periods a week. Continuation of work begun in first year.—Mrs. DeArmit.

*Rhetoric*—Four periods a week. Second year English of Normal School.

*Psychology and Child Study*—Four periods a week.

*Vocal Expression*—One period a week. Continued from first year.

*Activities*—Folk and Aesthetic Dancing, Basket-ball, and Tennis.

### THIRD YEAR

*Hygiene and School Sanitation*—Two periods a week. Lectures on diet, dress, age, temperament, inheritance and personal habits with special reference to Physical Training.

*Pedagogy of Physical Training*—One period a week. Practice in teaching physical training in Model School 1st to 8th grades.—Mrs. DeArmit.

*Public School Gymnastics*—One period a week. As arranged for use in public schools.—Mrs. DeArmit.

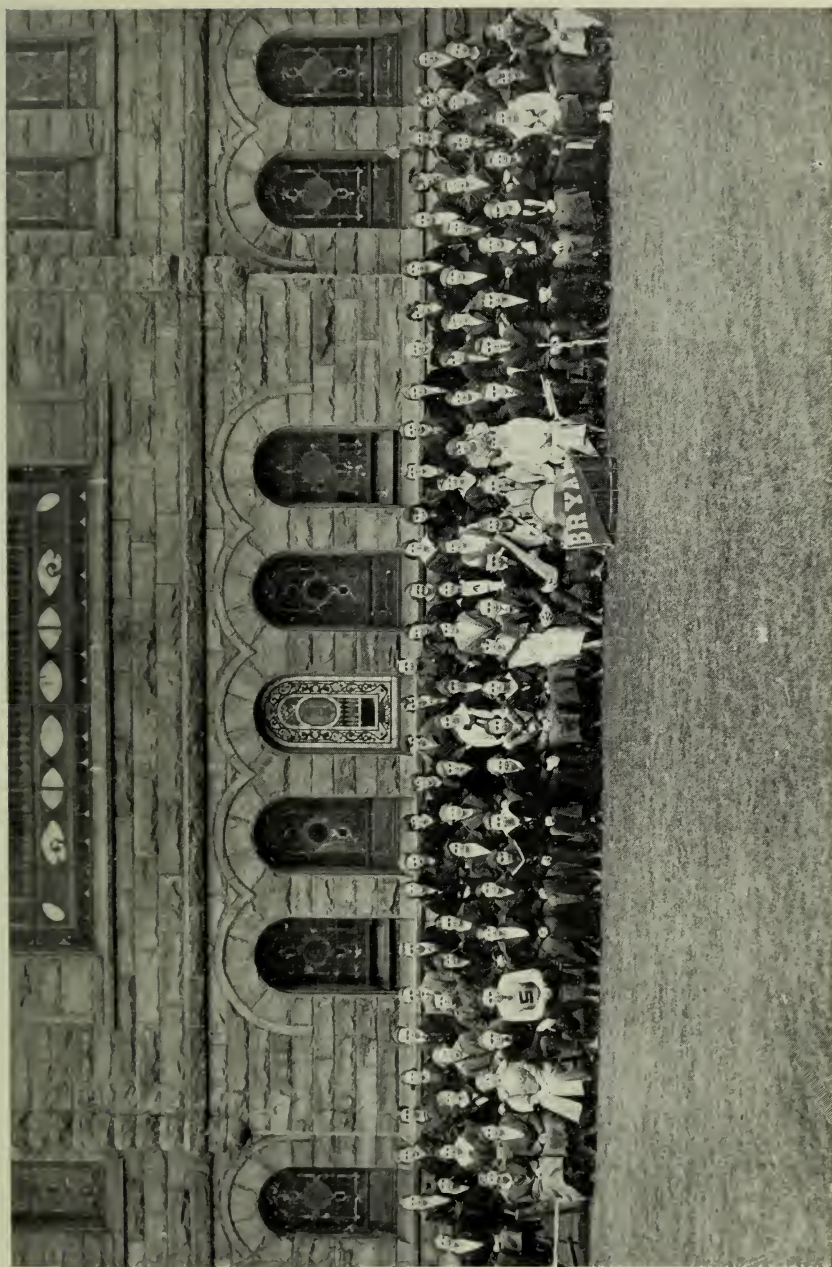
*Educational Gym*—Two periods a week. Continuation of second year.

*First Aid*—One period a week. Lectures and demonstrations.

*English*—English and American Literature, four periods a week.

*Dramatic Art*—One period a week. This includes pantomime, coaching and staging of plays, evolution of expression, etc.

*Activities*—Folk and Aesthetic Dancing, Basket-ball and Tennis.—Mrs. DeArmit.



*Bryant Literary Society*





*Philomathean Literary Society*

## COMMERCIAL DEPARTMENT

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Realizing the great need of commercially trained teachers, the Trustees have decided to organize a commercial course. The purpose of this department is to train young men and women in the forms, customs and laws of business; to cultivate in them habits of neatness, accuracy and thoroughness; to familiarize them with practical business problems, and in every way possible prepare them to become commercial teachers, or for successful business careers. The teachers are the regular school faculty, specialists in their several departments.

The courses are so arranged that many of the subjects will be in the regular Normal School course. The conditions of entrance are the same as for the other courses in the Normal School. Those who are deficient in the common school branches will be required to enter the classes in the subjects in which they are deficient.

Three courses are outlined: The Training Course for Commercial Teachers, Shorthand Course, and Bookkeeping Course. Students taking the commercial course in the Normal School have all the advantages of the Normal School, including the Library, Literary Societies, Christian Associations, Gymnasium, Lectures, etc.

A special fee of Fifty Cents per week is charged for type-writing students, and One Dollar per week for students in Shorthand. Students who do not take the regular Normal School course will be required to pay the regular tuition in addition to the above sum of \$1.50 per week.



## COMMERCIAL TEACHERS' COURSE

## FIRST YEAR

	No. of 45 min. periods
Bookkeeping .....	160
English Grammar .....	160
Commercial Correspondence .....	50
Arithmetic .....	100
Algebra .....	160
Spelling .....	50
Penmanship .....	100
Commercial Geography .....	50
Physical Education .....	
Elective .....	160

## SECOND YEAR

Shorthand .....	160
Typewriting .....	160
English (Rhetoric) .....	160
Commercial Law .....	50
Dictation .....	100
Civics .....	50
English and American Literature.....	100
Psychology .....	160
Physical Education .....	

## SHORTHAND COURSE

Shorthand .....	160
Typewriting .....	160
Dictation .....	50
Arithmetic .....	100
Grammar .....	160
Spelling .....	50
Commercial Correspondence .....	50
Commercial Geography .....	50
Physical Education .....	
Elective .....	160

## BOOKKEEPING COURSE

Bookkeeping .....	160
Typewriting .....	100
Arithmetic .....	100
Grammar .....	160
Penmanship .....	100
Spelling .....	50
Commercial Geography .....	50
Commercial Law .....	50
Physical Education .....	

## TEXT BOOKS

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### FIRST YEAR

Alegbra .....	Hull
Ancient & Mediaeval History.....	Ashley
Arithmetic .....	Hamilton
French Grammar.....	Fraser & Squair
Grammar .....	Emerson & Bender
Latin Grammar.....	Allen & Greenough
Latin Reader .....	Smith
Orthography .....	Sandwick & Bacon
Physical Geography.....	Arey, Bryant, Clendenin & Morey
Reading .....	Brumbaugh
School Management .....	Wilkinson

### SECOND YEAR

Botany .....	Andrews
Caesar .....	Walker
Civics .....	Maltby, Hughes
General Methods.....	Hamilton & Strayer
History (English) .....	Niver
History (Modern) .....	Ashley
Plane Geometry .....	Milne
Rhetoric .....	Gerrish & Cunningham
Zoology .....	Jordan & Kellogg

### THIRD YEAR

Astronomy .....	Young
Cicero .....	Rockwood
Chemistry .....	McPherson & Henderson
Child Study .....	Kirkpatrick
Economics .....	Bullock
Geography .....	Tarr & McMurray
Geology .....	LeConte
Literature (American) .....	Long
Literature (English) .....	Halleck
Methods in Geography.....	Sutherland
Physiology.....	Hough & Sedgwick
Psychology .....	Harvey

Rural School Management.....	Wilkinson, Culter & Stone
Solid Geometry .....	Milne
U. S. History.....	Eggleston-McMaster

## FOURTH YEAR

Agriculture .....	Warren
Arithmetic .....	Safford
English.....	Emerson & Bender
Ethics .....	Peabody
History of Education.....	Graves
Methods in Arithmetic.....	Walsh
Methods in English.....	Klapper
Nature Study .....	Hodge
Physics .....	Hoadley
Public Speaking .....	Roberts
Rural School Problems.....	Foght
Sociology .....	Ellwood
Virgil .....	Bennett



## SLIPPERY ROCK STATE NORMAL SCHOOL

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### LOCATION

Slippery Rock State Normal School is situated midway between Pittsburgh and Erie, in Butler county, about 17 miles from Butler, Mercer and New Castle, and is easily accessible from all points in Western Pennsylvania. Those coming from Pittsburgh can reach the school by the B. & O. and the B. & L. E. Railroads, which run morning and evening trains to Branchton Station, four miles distant from the school, or may take the West Penn Railroad to Butler, then the B. & L. E. to Branchton. Those coming by way of New Castle may change cars at Mercer and come to the same station, but may also take the Pennsylvania Railroad from New Castle to Redmond, changing at Leesburg. At Shenango, the B. & L. E. Railroad connects with the Erie Railroad, and at Osgood with the Lake Shore Railroad, thus affording easy access from the north. The Normal School transfer meets regular trains at Branchton. About November 1st the Normal School transfer will meet trains at Harrisville station instead of Branchton. This will be upon the completion of the new state road which is being built from Slippery Rock to Harrisville.

The location of the school is pleasant and healthful. Being situated on a hill a commanding view of the town and surrounding country is afforded, and it possesses unexcelled facilities for healthful drainage.

There are three churches in the town—the Presbyterian, the United Presbyterian, and the Methodist Episcopal, at which the students are always welcome. The community is noted for its morality, being free from the distractions of the city.

## HISTORY

The organization of Slippery Rock State Normal School grew out of a desire of the people of the town and surrounding community to have a school in their midst in which their children could secure an education without leaving their homes. With this end in view a plan was formed, in the fall of 1877, for the erection of a building suitable for an academy and for providing funds for the purpose of the school until it should become self sustaining. During this stage of the effort, it was discovered that no Normal School had been established in this, the Eleventh District. At once the scope of their efforts was widened to include the larger enterprise, and stock was sold to the amount of \$20,000.00. During the summer of 1888 and the following winter, land was procured and three frame buildings were erected—a chapel containing recitation rooms, and two dormitories.

Application was made to the Department of Public Instruction for the approval of the buildings and the establishment of a State Normal School for this district. The first day of February, 1889, was set as the date for the inspection of the buildings and on that day the committee by the State met and approved the application.

The necessary steps were taken toward the organization of the school and the first term opened on March 26, 1889, with an enrollment of 168 students. The first class, consisting of eleven members, was graduated in 1891.

The growth of the school has been very rapid in all that makes for a true Normal School. The policy of those in charge has always been to keep prominently in view the purpose for which it was established—the training of teachers for the public schools of the state.

## BUILDINGS

There are six principal buildings—two dormitories, a chapel, a main building, a gymnasium, and a model school.



They are situated on a commanding eminence. The dormitories contain 220 rooms, besides a reception room, large dining hall, kitchen, store rooms, etc. The chapel is situated between the two dormitories. It is a fine stone building 89x100 feet, Norman-French architecture, and it contains music rooms and the general assembly room. The large room has a seating capacity for one thousand persons, and a gallery for three hundred additional seats. The endeavor has been made to construct an auditorium of beauty and convenience. The rooms are all heated by steam and lighted by electricity. Every floor is provided with an abundance of hot and cold water, bath rooms, lavatories, and closets in accord with good sanitation.

The authorities of the school are determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it. Many improvements have already been made, viz: Stone walks, bath rooms and closet annexes, laundry, grading and ornamentation of grounds, and equipment of Model School. The Main Building contains class rooms, reading room, society halls, library and offices, and is one of the finest buildings in the state. The ladies' dormitory forms a beautiful building with a frontage of 220 feet. It contains the kitchens, pantries, and beautiful dining room capable of seating over 400 persons. The boys' dormitory is a very commodious and substantial building, one of the best in the state. It is a model of beauty, comfort and convenience. Few buildings of its class can equal it in those points which make it a real home for young men who attend the school. The model school building, erected at a cost of \$27,000.00, adds much to our facilities during the school year. Located directly on the campus, the practice school does not interfere with the work of the regular Normal department. The rooms in this building are adapted to separate grades and Seniors are placed in full charge of the rooms during the practice periods. Since our practice school is a regular county school, the value of the year's experience thus gained by Seniors cannot be well over-estimated.

## GROUNDS

The buildings are surrounded by grounds comprising about fifty-seven acres. Part of this is covered by forest-trees and orchards. The part immediately surrounding the buildings has been graded and laid out in beautiful lawns intersected with pleasant walks and drives. Many trees and shrubs have been planted, and numerous pots of flowers enhance the beauty of the place. Provision has been made for lawn tennis and other outdoor games. A base-ball field has been carefully laid out, and a grand-stand erected capable of seating over four hundred persons.

## ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to cultivate determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, basket-ball, base-ball, and foot-ball are the games most in use. There are numerous good tennis courts on the campus. The athletic field is one of the finest in the State for base-ball and foot-ball. It is well-graded, and will soon be placed in sod or sown with lawn-grass. For the other games ample provision will be made. The gymnasium is open for exercise at certain hours, under suitable restrictions, to all who are enrolled as students.

Under the general term of Athletics are included all forms of physical activities of a competitive nature, such as track and field sports, foot-ball, base-ball, tennis, field hockey, etc. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and Director of Athletics.

Athletics are not confined to boys only, as is the case in so many schools, but the girls are encouraged to participate in all



*Bible Class*





*Y. W. C. A. Cabinet*



*May Day*

sports, and have the advantage of the coaching and direction of those in charge of this work.

## ATHLETIC RULES

The following conditions must be met in order to become a member of any athletic team:

The student must be doing passing work in at least four subjects.

The student's general deportment must be in keeping with the regulations of the school.

The student must be governed by the true spirit of sportmanship in all athletic contests.

The student must observe the training regulations of the coach and physical director.

The following conditions govern the awarding of letters and medals:

Medals shall be awarded to any student who has played during at least fifty per cent of the actual playing time in any individual sport in a series of not less than six games.

Letters shall be awarded to any student who has played the equivalent of three full games in any athletic contest of the school.

All athletic contests which shall be taken into consideration in the awarding of either medals or letters shall be played with teams representing educational institutions.

Any question involving dispute in regard to the interpretation of any one of these rules shall be referred to the athletic committee for final adjustment.

## LIBRARY

The Normal Library is open during every school day, as well as on Monday afternoons, when students are permitted to consult works of reference, or take out such works for a limit-



ed period. At certain times in each school day, students may secure books for longer periods, limited to two weeks.

Many new books have been added to the library, so that its attractiveness and usefulness have been greatly increased. By a judicious expenditure of funds, we hope to make this important aid to the student more valuable from year to year.

A reading room containing the leading daily and weekly newspapers, magazines, journals of education, church and Sunday school weeklies, etc., is also connected with the school, with privileges free to all.

### LITERARY SOCIETIES

Among the attractions of the school are two flourishing Literary Societies, conducted by the students—the “Bryant” and the “Philomathean.” Both Societies hold weekly meetings. Each student is expected to be a member of one of the Societies. A small initiation fee is charged. The training given in these Societies is of such great value that students cannot afford to neglect the opportunities furnished for literary and oratorical culture. Each Society holds an annual anniversary—the Philomathean in October, the Bryant in May. The annual contest between the two Societies is held on the fourth Saturday of May.

### LECTURES

Students should have those opportunities for culture which will enable them to become stronger intellectually through mental contact with the strong minds of the country. Through the hearty co-operation of a generous and public spirited community we are able to bring before the students many prominent lecturers.

### CHRISTIAN ASSOCIATIONS

A flourishing Young Women’s Christian Association and a Young Men’s Christian Association have been organized

during the school year 1917-18. Most of the young people in the school have identified themselves with these organizations. Regular devotional meetings are held at 6:15 on each Wednesday evening, and a joint vesper service is held on each Sabbath evening at 6:15 in the Chapel.

The purpose of these organizations is to develop a training school for religious activity.

## BIBLE STUDY

The advantages of special study of the Bible are offered without expense to all students who become members of Dr. Hamm's Bible Class. This class meets at 4:45 every Sabbath afternoon. For the fall term of the coming year the studies will be in the Old Testament, and for the winter and spring terms Bible Studies in connection with Y. M. and Y. W. C. A. work.

## STUDENT AID

The Alumni and friends of the school have established a fund for the purpose of aiding students to obtain an education in this school. This fund is now available for the year 1919-1920. The following rules and regulations governing the use of the fund have been made:

1. The purpose of this fund shall be to aid those who are in school and must have money to complete their course, and when funds are available, to help those who are entering for the first time.

2. No person shall receive a loan which shall exceed \$100 during any one school year.

3. A charge of 2 per cent per year shall be made on all loans.

4. Each application for loan shall be signed by three reputable persons, one of whom shall be a member of the

Alumni Association. These signers shall not, however, be held financially responsible for the payment.

5. The committee in charge of the fund shall have authority to refuse any application where, in their opinion, the loan would be unwise.

6. All loans shall be paid by the Treasurer of the fund directly to the Registrar of the school to be applied on the student's expenses.

7. Loans shall be paid at a minimum rate of \$75 per year. The first payment shall be made within one year after the person ceases to be a student at the school. The date when he ceases to be a student of the school shall be determined by the Principal of the school.

8. The committee in charge of the fund shall furnish to the Treasurer the names of those whose applications have been accepted and the amounts to which each applicant is entitled.

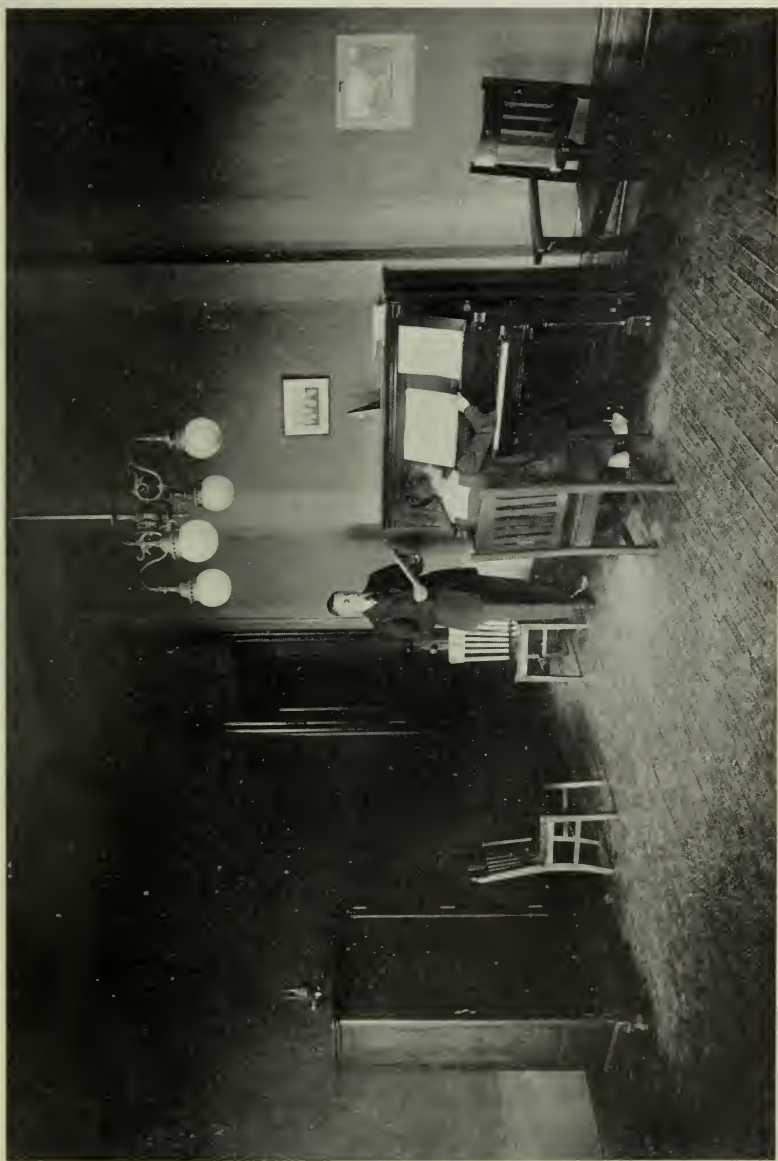
9. No person who is under seventeen (17) years of age shall be entitled to any loan whatsoever.

10. Interest shall be due in advance, semi-annually, beginning six months after leaving school.

Application for these scholarships should be made to the Registrar.

## SCHOLARSHIPS

Scholarships are awarded to desirable young men and young women equivalent to the expense of board and room in the dormitory for services at the school. This service requires about twenty-two hours per week of work in the dining room, pantry, or other duties about the grounds. Several vacancies will exist in this department during the coming year.



*Vocal Studio*



*Cast of "Pinafore"*



## EXPENSES

	Fall Term 13 wks.	Winter Term 14 wks.	Spring Term 13 wks.	Less than a term Per wk.
Boarding, including furnished room, heat and light.....	\$ 71.50	\$ 77.00	\$ 71.50	\$ 6.00
Tuition, Normal Department.....	26.00	28.00	26.00	
Tuition, Music Department.....				
One lesson per week ( $\frac{1}{2}$ hour)....	9.75	10.50	9.75	1.00
Two lessons per week ( $\frac{1}{2}$ hour) ..	19.50	21.00	19.50	
Use of Piano:				
One practice period per day.....	2.00	2.00	2.00	
Two practice periods per day.....	4.00	4.00	4.00	
Use of Pipe Organ (1 period per day)	13.00	14.00	13.00	
Harmony .....	10.00	10.00	10.00	
History of Music.....	3.00	3.00	3.00	
Registration Fee:				
Dormitory students .....	3.00	3.00	3.00	
*Day students .....	5.00	5.00	5.00	
Special registration for special music students .....	1.00	1.00	1.00	
Special Fees:				
Domestic Science .....	3.00	3.00	3.00	
†Millinery .....	1.00	1.00	1.00	
Advanced Sewing .....	2.00	2.00	2.00	
Dressmaking .....	2.00	2.00	2.00	
†Manual Training .....	1.00	1.00	1.00	
Typewriting .....	1.00	1.00	1.00	
Shorthand .....	.50	.50	.50	
Chemistry Laboratory .....	3.00	3.00	3.00	
Physics Laboratory .....	3.00	3.00	3.00	

\*By day students is meant any student who does not live in the dormitory.

†Students will be charged cost price of materials used in making models and carrying out lessons.

The text-books are furnished by the school at a small rental charge for each book used.

A deposit of \$1.00 is required of each student to insure proper care of text-books while in his possession and the return of the same at the close of the term.

Each student who rooms in the dormitories of the school is required to deposit \$2.00 as a guaranty of the care of the room and of the property of the school contained therein.

In case of special illness, regular charge is made for the physician's and nurse's bills.

For those students desiring laundry to be done by the school, an extra charge of fifty cents per week will be charged, for which twelve pieces of flat work will be laundered. All students must carefully mark laundry.

## DEDUCTIONS

For absence of two consecutive weeks or more, on account of personal sickness, a reduction of one-half the usual charge for board and tuition will be made.

No reduction is made for absence the first two or last two weeks of the term, except by previous arrangement with the Principal.

No reduction is made for absence the last four weeks of the spring term.

## ROOMS

Each room is 13x15 feet in size, carpeted, and contains bed, good mattress and springs; wardrobe, washstand, table, and usual room furniture; intended to accommodate two boarders, and the scale of prices above given is arranged accordingly. Sheets, coverlids, and one pair of blankets are furnished by the school, extra blankets to be furnished by the student. The general tone of the building is brown.

All students are to take rooms and board at the institution, unless they reside at home, or have obtained permission from the Principal to board elsewhere.

Students are expected to provide themselves with window curtains, towels, table napkins, soap, and needful toilet articles.

Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. All other students are entitled to choice of rooms in the order of the reception of their applications.

No room selected by students will be held for them beyond the second week of the term, except on special arrangement to that effect.

## STATE APPROPRIATION TO STUDENTS

In accordance with an act of the Legislature the following appropriations are made to Normal students :

1. Each student over seventeen years of age, who shall sign a paper declaring his intention to teach in the common schools of the State, shall receive the sum of *two dollars* per week, or such part thereof as shall actually be paid by the State as aid to undergraduates.

2. In case of a deficiency in the amount appropriated by the Legislature for State Aid to students, each student will receive his proportionate share of the appropriation.

## PAYMENT OF BILLS

Bills for board and tuition are payable, the one-half at the opening of the term, and the remainder at the middle of the term.

These payments must be made, or satisfactorily provided for, before students are assigned to classes.

Students leaving school before the end of the term must report to the Principal at the time of leaving.

*All bills are payable to the Registrar, who acts in behalf of the Trustees.*

## SUMMER SCHOOL

The summer school at Slippery Rock State Normal School will be held June 28 to August 6, 1920. The purpose of this summer school is to meet the needs of teachers, both city and rural, who hold provisional certificates or wish to take professional or permanent certificate examinations; students who are preparing to teach, and those who wish to secure additional credit in the Normal School course. All subjects passed are credited toward the equivalent of the Normal School course.

Special emphasis will be placed upon Child Study, Primary and Advanced Methods, Rural School Problems, and Current Educational Problems.

Classes will be organized in any branch when at least five students apply for membership in the class.

### EXPENSES FOR THE SUMMER TERM

The registration fee will be \$5.00, tuition \$12.00 for the term. Board and room, including light, can be obtained in the dormitories for the regular price of \$5.50. Books can be rented at a moderate rate. Tuition in the music department will be on the same basis as during the regular terms of the Normal School. For detailed Summer Term Bulletin, send inquiry to the Principal.

### REGULATIONS FOR STUDENTS

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. The intelligent conception of duty and quickened conscience will generally result in a cheerful, voluntary obedience. That government is best that seems to govern least.

Regular attendance, good behavior, and hearty allegiance to all the interests of the school are expected of each member of the student body.

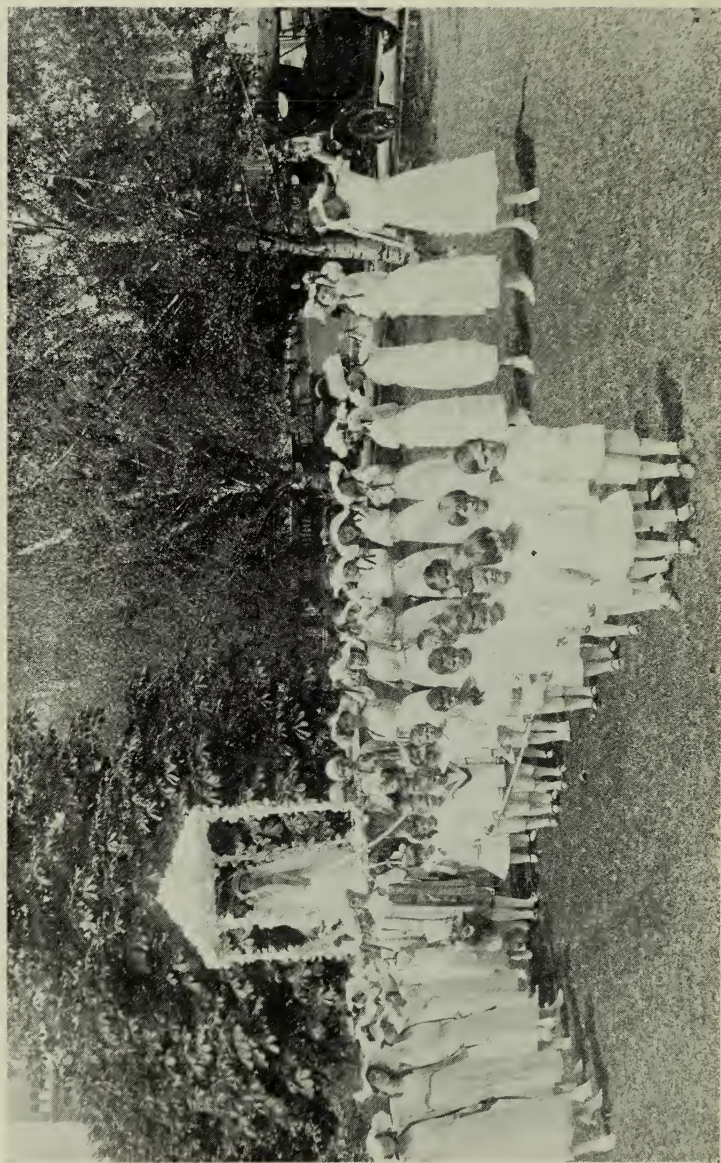
#### 1. *Daily Routine*—

Rising bell,	6:30 A. M.
Breakfast,	7:00 A. M.
Classes,	7:45 A. M.
Chapel,	8:45 A. M.
Luncheon,	12:20 P. M.
Recreation,	3:15 P. M.
Dinner,	5:30 P. M.



*May Day Pageant*





*May Day Pageant*

The bell announces the study hour at 7 o'clock. Each student is pledged to be in his or her room at work at that hour. At 10 P. M. all lights will be out and the buildings quiet.

2. *Guests*—Students are permitted to have guests in the dormitory under the following conditions:

(1.) Meals in the dining room, 35 cents. Lodging, when rooms are available, 50 cents.

(2.) All guests will conform to the rules of the school.

3. *Recreation*—When weather is suitable students are permitted to enjoy the natural beauties of the country under proper chaperonage.

Optional activities are provided after dinner until 7 o'clock.

4. All students are required to be present at all devotional and general exercises in the Chapel, unless excused. Attendance at religious services during Sabbath is required.

5. Students are required to take up enough studies to keep them, in the judgment of the Principal, sufficiently employed, but are not permitted to take up more than they can study with profit.

6. Each student of instrumental music will have regular hours assigned for practice, during which time no spectator can be present to interrupt the exercises or divert the attention.

7. No student may indulge in the use of tobacco in any of its forms in or about the buildings.

8. Young men will not be permitted to call upon the young women students without permission.

9. Disorderly conduct in the building is prohibited. Each student will be held responsible for any disturbance or damage to his room.

10. Students whose sense of honor and propriety cannot be trusted will be summarily dismissed. They will also be sent away whenever, in the opinion of the Faculty, it is evident that

they are pursuing a course of conduct detrimental to themselves and the institution.

## VISITORS AND VISITING

Calls on students at other times than during the hours of recreation interfere seriously with the object of the school, and are not allowed except in the case of necessity. Persons desiring to visit the school are invited to do so at any time.

Every absence from school duty subtracts materially from the progress of the student. Frequent visits home or elsewhere prevent the concentration of thought which true success demands. Parents are earnestly requested not to take the students away from their school duties unless it is absolutely necessary. Students are not permitted to visit home or away from town without special permission from the Principal.

## APPLICATIONS FOR TEACHERS

School directors and principals often apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. While the school aids its graduates to secure positions, it makes no promises to do so. It may be said, however, that for several years we have been unable to supply the demands made upon us for graduates to fill positions in various grades of schools. Persons desiring to secure our graduates should therefore apply early. Great care is exercised by the Principal in recommending graduates for positions.

It must not be supposed that all persons who attend our school for one or more terms are good teachers. The graduates of the school are almost invariably successful instructors and disciplinarians.

## MAIL, TELEPHONE, EXPRESS

The school has two mails daily. Mail matter should be addressed: Slippery Rock, Butler County, Pa. The words

"State Normal School" on the envelope of a letter or package will aid its delivery, and may prevent it from being sent to the wrong postoffice.

The school is connected by telephone with nearly all parts of Western and Central Pennsylvania.

Express packages should be addressed: State Normal School, Slippery Rock, Pa.

For further information address the Principal of the school.





# CATALOGUE OF STUDENTS

## 1918-1919

---

Ackerman, Hilda  
 Adams, Effie  
 Adams, Esther  
 Adams, Frances  
 Adams, Isabelle  
 Adams, Iva  
 Adams, Samuel D.  
 Aey, Garnet  
 Aggas, Muriel  
 Aiken, Clanedia  
 Aiken, Margery  
 Aiken, Marie  
 Albert, Gladys  
 Allen, Beulah  
 Allison, Joy  
 Alter, Evalyn  
 Arblaster, Jefferson  
 Armstrong, Adah  
 Armstrong, Elizabeth  
 Armstrong, Mencie  
 Armstrong, Naomi  
 Armstrong, Walter  
 Auld, Neale

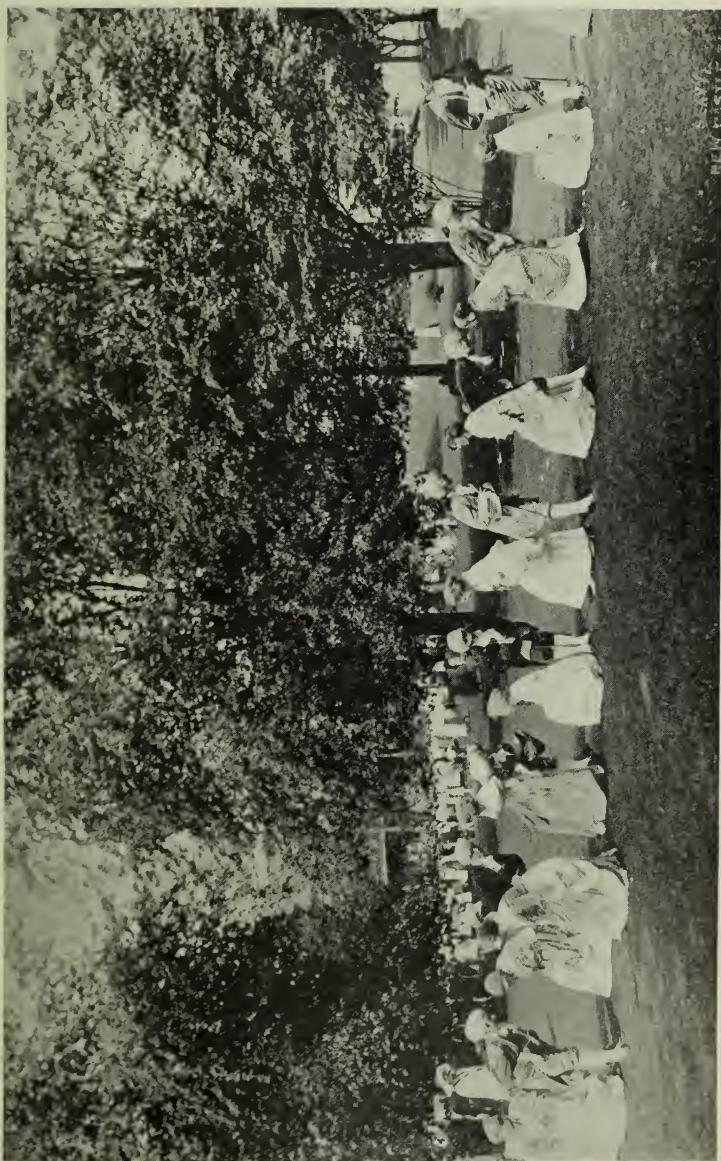
Badger, Hattie  
 Badger, Helen  
 Badger, Leona  
 Baird, Ella  
 Baird, Floray  
 Baker, Grace  
 Bame, Mildred  
 Barber, Walter  
 Barnes, Alma  
 Barnes, Florence  
 Barnes, Genevra  
 Barron, Esther  
 Bartmass, Verner  
 Beach, Dortha  
 Beach, Oliver  
 Beighle, J. Roy  
 Bell, Leila  
 Bell, Lois  
 Bell, Robert  
 Bermont, Florence  
 Berringer, Olive  
 Billington, Dorothy  
 Bingham, Jane  
 Bingham, Mary  
 Bingham, Mary Louise  
 Black, Helen  
 Black, Irene  
 Black, Mae  
 Black, Mary  
 Black, Mildred  
 Black, Roma  
 Black, Ruth  
 Blythe, Erma

Boltz, Virginia  
 Book, George  
 Book, Ida  
 Book, June  
 Book, Mae  
 Boozel, Ross  
 Bovard, Alene  
 Bovard, Bernice  
 Bovard, Kenneth  
 Bovard, Winifred  
 Bowen, Helen  
 Brunermer, Lois  
 Brunton, Elizabeth  
 Brydon, Harold  
 Brydon, Laura

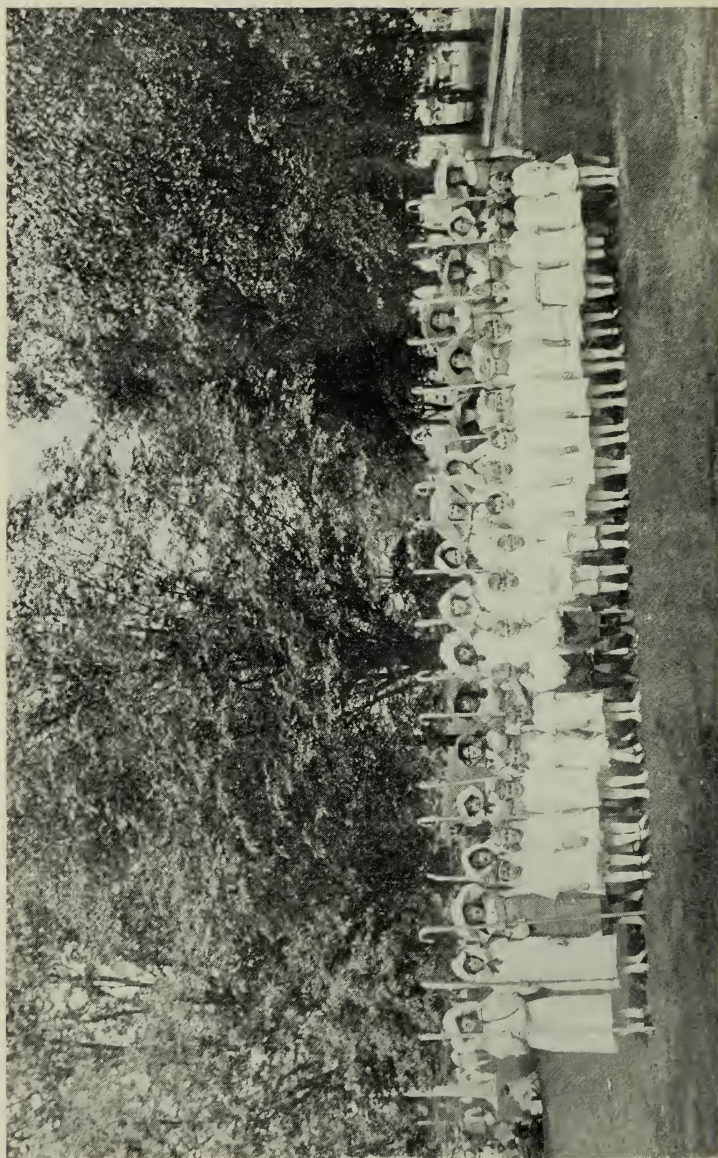
Campbell, Frances  
 Campbell, Frederic  
 Campbell, Isabel  
 Campbell, John L.  
 Campbell, Laura  
 Carter, Joseph  
 Casey, Alice  
 Chambers, Nora  
 Chapin, Ruth  
 Cheeseman, Mary  
 Chesler, Regis  
 Christy, Emogene  
 Claypoole, Grace  
 Close, Florence  
 Cole, Elizabeth  
 Conway, George  
 Cook, Belmont  
 Cook, Catherine  
 Cooper, Blanche  
 Cooper, Florence  
 Cooper, Genevieve  
 Cooper, Hazel  
 Cooper, Helen  
 Cooper, Ida  
 Cooper, Jane  
 Cooper, Mabel  
 Cooper, Margaret  
 Cosgrove, Mary  
 Cratty, Helen  
 Crawford, Catherine  
 Crawford, Ruth  
 Critchlow, Elda  
 Croll, Frances  
 Cronin, Amanda  
 Cronin, Pearl  
 Cross, Josephine  
 Cross, Margaret  
 Curry, Helen

Daubenspeck, Margaret  
 Daubenspeck, Pauline





*May Day Pageant*



*May Day Pageant*

Davison, Hazel  
 Davison, Mildred  
 DeArmit, Eugenia  
 Denniston, Bruce  
 Denniston, Lloyd  
 Denny, Hazel  
 Denny, William  
 Dickson, Bernice  
 Dickson, Twila  
 Dight, Adeline  
 Dight, Lora  
 Dimit, Myrtle  
 Donaldson, Dorothy  
 Douthett, Minnie  
 Dugan, Hallie  
 Dugan, Waldo  
 Dunmire, Ruth  
 Dunning, Florence

Eakin, Hazel  
 Earnshaw, Mary Emma  
 Eckels, Alice  
 Eiler, Flora  
 Eisenberg, Margaretta  
 Elder, Fulkon  
 Elliott, Elizabeth  
 Elliott, Kameen  
 Elliott, Philip  
 Elliott, Rosella  
 Ellwood, Vera  
 Emmert, Margarete  
 Erle, Myrtle  
 Espe, Alice

Fair, Mildred  
 Ferrante, Jennie  
 Fisher, Hazel  
 Fisher, Ruth  
 Forrest, Ruth  
 Forsythe, Ida  
 Fowler, Edna  
 Fox, Everett  
 Fox, Floyd  
 Francis, Mary  
 Frazer, Hazel  
 Friedman, Elizabeth

Gadd, Gwendolin  
 Gardner, Ruth  
 Gardner, Susie  
 Gardner, Ward  
 Gerren, Franklin  
 Gibbons, Emma  
 Gilson, Elizabeth  
 Gill, Helen  
 Gillgrist, Myrtle  
 Gillgrist, Pearl  
 Gilmore, Buena  
 Gilmore, Letrugh  
 Gilotti, Mildred  
 Gilson, Edna  
 Glenn, Bertha  
 Glenn, Paul  
 Good, Denton  
 Goodall, Dorothea  
 Googe, Lillian  
 Goshorn, Margaret  
 Gosser, Velma  
 Gray, Charlotte  
 Griffin, Ruth  
 Groom, Charles  
 Grossman, Garrett  
 Grove, Emmet  
 Grove, Gladys  
 Grubb, George

Haine, Mary  
 Hall, Wilda  
 Hamilton, Anna Bell  
 Hamilton, Christina  
 Hamilton, Margaret  
 Hamilton, Nellie  
 Harlan, Charles  
 Harper, Mildred  
 Harsh, Ruth  
 Hartford, Thomas  
 Hartzell, Eugene  
 Hartzell, Josephine  
 Harvey, Ruth  
 Hawks, Kenneth  
 Heidrick, Estelle  
 Henderson, Hazel  
 Hershey, Mary  
 Heyl, Frank  
 Hillwig, Beulah  
 Hines, Everett  
 Hines, Margaret  
 Hines, Sheridan  
 Hockenberry, Cecil  
 Hockenberry, Elizabeth  
 Hockenberry, Flora  
 Hockenberry, Grace  
 Hockenberry, Loyal  
 Hoffman, Faye  
 Hoon, Marie  
 Hulem, Dorothy  
 Hunter, Alice

Ifft, Arthur  
 Infeld, Carl  
 Ivell, Mary

Jack, Ernest  
 Jack, Esther  
 Jacobs, Edith  
 Jacobs, Milford  
 James, Florence  
 Jamison, Florence  
 Jamison, Harriett  
 Jamison, Marguerite  
 Jamison, Ruth  
 Job, Wylda  
 Johnson, Ethel  
 Johnson, Muriel  
 Jones, Paul

Karnes, Margaret  
 Kerr, Beulah  
 Kerr, Donald  
 Ketzel, Anna  
 Ketzel, Sallie  
 Kiebler, Stella  
 Klein, Ruth  
 Knauff, Hazel  
 Knestrick, Hallie  
 Koplin, Judith  
 Kuhn, Jean

Leise, Margaret  
 Lingerman, Bessie  
 Lingerman, Ralph  
 Logan, Martha  
 Ludwick, Joseph  
 Lynn, Mabel  
 Lynch, Bertha

Mackey, Bertha  
 Magee, Donald  
 Magee, Wendell  
 Martin, Anna



Martin, Genevieve  
 Martin, James  
 Martin, Winifred  
 Matthews, Irene  
 Maxwell, Gladys  
 Meador, Ethel  
 Mechling, S. A.  
 Meeds, Gertrude  
 Meitzler, Ada V.  
 Millar, Lulu  
 Millar, Marian  
 Mong, Marie  
 Moore, Frances  
 Moore, Garnet  
 Moore, Mona  
 Mornewick, Raymond  
 Moss, Ethel  
 Murphy, Theodore  
 Myers, Eleanor  
  
 McAdams, Helen  
 McAnlis, May  
 McBride, Ethel  
 McBride, Margaret  
 McBride, Mary May  
 McCandless, Emma  
 McCandless, John  
 McClelland, Ruth  
 McClymonds, Mary  
 McCollough, Lodema  
 McCollough, Ray  
 McComb, Arthur  
 McConnell, Roberta  
 McCreary, Genevieve  
 McCune, Claire  
 McCune, Fern  
 McDeavitt, Grace  
 McDonald, Jack  
 McElroy, Marie  
 McFadden, Helen  
 McFarland, Olive  
 McGowan, Francis  
 McKallip, Uldene  
 McKee, Esther  
 McKee, Helen  
 McKee, Mary Gertrude  
 McKeever, Elizabeth  
 McKibben, Anna  
 McLaughlin, Kathleen  
 McMillen, Esther  
  
 McMin, Charles  
 Nelson, Margaret  
 Norris, Margaret  
 Null, Elmer  
  
 Painter, Ora  
 Park, Anna  
 Patten, Homer  
 Patterson, Myrtle  
 Patterson, Norman  
 Patterson, Richard  
 Pattison, Neil  
 Pfeiffer, Meryle  
 Phipps, Mary  
 Pischke, Victoria  
 Plyler, Nora  
 Pringle, Cressie  
 Purdy, William  
  
 Ralston, Mary  
 Ralston, Oliver  
 Ramsey, Dessa  
 Ramsey, Elsie  
 Ramsey, Gladys

Rawlings, Elizabeth  
 Raysor, Margaret  
 Rea, Martha  
 Reed, Anna  
 Reed, Margaret  
 Reis, Matilda  
 Rhea, Florence  
 Rhea, John  
 Rhodes, Pauline  
 Rice, Alma G.  
 Riley, Meryle  
 Ring, Edythe  
 Rodgers, Laura B.  
 Rood, Hannah  
 Rowe, Helen  
 Rubright, Helen  
 Rumsey, Roscoe  
 Rutter, Nellie  
  
 Sager, George  
 Sankey, Clara  
 Saviers, Mildred  
 Schink, Elsie  
 Schrubbs, Norma  
 Schrubbs, Ruth  
 Searing, Russell  
 Seaton, Mary  
 Shaffer, Isabelle  
 Shelatree, Dewitt  
 Shever, Gladys  
 Shoaff, Alice  
 Shoemaker, Mabel  
 Shroyer, Linwood  
 Simison, Helen  
 Smith, Elsie  
 Smith, Gladys  
 Smith, Hazel  
 Smith, Helen  
 Smith, Leroy  
 Smith, Mary  
 Smith, Milliard  
 Snyder, Mary  
 Sober, Florence  
 Stahlman, Arveta  
 Stamm, Viletta  
 Stewart, Hazel  
 Stewart, Lenoir  
 Stickel, Dora  
 Stillwagon, Helen  
 Stoops, Bernice  
 Stoughton, Agnes  
 Stoughton, Frank  
 Studebaker, Margaret  
 Studebaker, Opal  
 Stuebgen, Anna  
 Surrena, Mary  
 Szobel, Ruth  
  
 Tallant, James  
 Taylor, Clara  
 Taylor, Ethel  
 Taylor, Lillian  
 Taylor, May  
 Thompson, Eleanor  
 Thompson, Florence L.  
 Thompson, Florence M.  
 Thompson, Gertrude  
 Thompson, Leda  
 Thompson, Mae  
 Thompson, Nellie  
 Thompson, S. Marie  
 Thorpe, Edna  
 Toohey, Henry  
 Troutman, Cleo  
 Turner, Alice

Uber, Katherine  
U'ber, Ray  
Umstead, Grace

Vincent, Rhuama  
Vogt, Martha  
Voorus, Dorothy  
Vosler, Maida  
Vosler, Nannie

Wagener, Leah  
Walker, Eugene  
Wallace, Frances  
Walter, Elizabeth  
Watson, Ralph  
Webb, Florence  
Webster, Sara  
Weller, Nellie  
Welsh, Kathryn  
West, Garret

West, Reardon  
Westlake, Kathryn  
Whann, Pauline  
Whitehill, Eulalie  
Wick, Ruth  
Wigton, Katherine  
Wilhelm, Lena  
Williams, Mazerna  
Wilson, Elma  
Winner, Wade  
Wise, George  
Withrow, Helen  
Wolfe, Esther  
Wolford, Alice  
Wolford, Hazel  
Wootton, Mabel  
Wright, Nannie

Yard, Grace  
Young, Dewey  
Young, Mildred



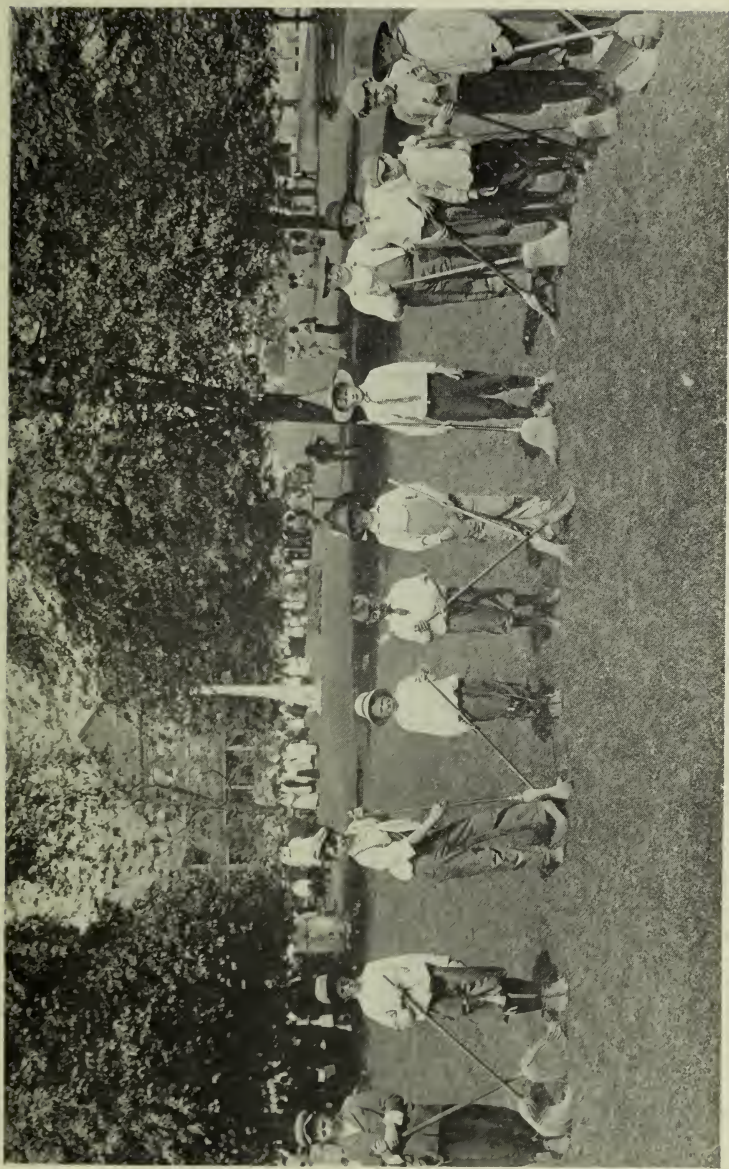


## SUMMARY

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### TOTAL NUMBER OF STUDENTS 1918-1919

Male students in Normal School.....	89	
Female students in Normal School.....	344	
Total .....	433	433
Number in attendance during Fall Term:		
Normal School .....	339	
Model School .....	199	
Kindergarten .....	23	
Total .....	561	
Number in attendance during Winter Term:		
Normal School .....	332	
Model School .....	196	
Kindergarten .....	17	
Total .....	545	
Number in attendance during Spring Term:		
Normal School .....	365	
Model School .....	197	
Kindergarten .....	24	
Total .....	586	
Male pupils in Model School.....	82	
Female pupils in Model School.....	121	
Total .....	203	203
Male pupils in Kindergarten.....	15	
Female pupils in Kindergarten.....	13	
Total .....	28	28
Male students in Summer School.....	4	
Female students in Summer School.....	109	
Total .....	113	
Summer School students not included in above.....		77
Total number of students, exclusive of duplicates.....		741



*May Day Pageant*



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*May Day Pageant*



(Please tear this page out and send it to the Principal)

## Application for Admission

--- TO ---

### Slippery Rock State Normal School

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DEAR SIR: I expect to enroll as a student in Slippery Rock State Normal School, Slippery Rock, Pa., on or about....., 19.... Please reserve a room for me.

I am a graduate of the..... High School, in the class of 19...., having completed the full course of.....years in that school.

I desire further information concerning the following:

.....  
.....  
.....  
.....  
.....  
.....

Respectfully yours,

Name.....

Address.....









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